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CALIFORNIA TEACHERS ASSOCIATION

Edue

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CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

NOVEMBER 1951 . . . Volume 47, Number 8

FEATURES

| | |
|--|----|
| Schools MUST Have Steel..... | 5 |
| <i>Arthur F. Corey</i> | |
| Up-To-Date Vital Statistics in Education..... | 6 |
| Teachers of the World: Report on the Malta Conference..... | 8 |
| <i>Mary Virginia Morris</i> | |
| American Education Week, November 11-17..... | 8 |
| I Visited Demonstration Schools in California..... | 9 |
| <i>Sidney Strand</i> | |
| See Them Tumbling | 10 |
| <i>Sue Starkweather</i> | |
| CTA Membership Campaign: Progress Report..... | 12 |
| Help For Mentally Retarded Children..... | 13 |
| <i>Mrs. W. B. Phillips</i> | |
| NEA Centennial Action Program Goals..... | 13 |
| Field Trips Interpret the School to the Community..... | 14 |
| <i>J. Frances Huey</i> | |
| Public Education of the Blind in California..... | 16 |
| <i>Roy E. Simpson</i> | |
| CSTA Has a Busy Year..... | 17 |
| Death Benefits: If You Die in Service..... | 17 |
| The Waters Bill is NOT Endorsed by CTA..... | 17 |
| CTA Finance Committee: Final Report..... | 18 |
| <i>Oscar Anderson and Arnold Joyal</i> | |
| CTA Southern Section President — J. Stanley Brode..... | 22 |
| Changes in California School Administration..... | 25 |
| <i>Mrs. Mabel B. Taylor</i> | |

DEPARTMENTS

| | |
|--|----|
| Directory of the Association and Affiliated Organizations..... | 2 |
| The State Executive Secretary's Message..... | 5 |
| California Congress of Parents and Teachers..... | 13 |
| Your State Department of Education..... | 16 |
| California Student Teachers Association..... | 17 |
| New Publications and Audio-Visual Aids..... | 20 |
| Notes and News from the Field..... | 22 |
| In Memoriam | 30 |
| It's News to Me..... | 31 |
| Calendar of Coming Educational Events..... | 32 |
| Yours . . . for the Asking..... | 32 |
| Advertisers Index | 32 |

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183

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COVER PICTURE

Fisherman's Wharf — A Family Affair

FISHERMAN'S Wharf in San Francisco has all the color and charm of a Mediterranean town. Fishing boats are tied up here after sailing through the Golden Gate with the day's catch. Here fishermen can be seen mending their nets, and sidewalks are lined with steaming cauldrons of boiling crab and shrimp. The fresh-caught seafood comprises the bill of fare in the restaurants along the Wharf.

The Wharf has become justly proud of its world-famous reputation as a colorful bit of the Old World transplanted in the heart of one of America's most cosmopolitan cities.

Yet behind the color and romanticism of the Wharf lies the basic fact that it's a business — perhaps more fascinating and unusual than some businesses, but a commercial enterprise nevertheless.

The inhabitants of Fisherman's Wharf are more than a group of competitors gathered in one general location. They are groups of families, operating as units, first catching the fish and then selling it.

Competition is brisk. Tourists strolling along the narrow sidewalks can examine the gleaming display of freshly caught sea food, spread out on brick tables, and watch fresh crabs and lobsters being cooked in huge steaming wooden vats.

Years ago the Wharf suffered from violent price wars. At that time, a Fishermen's Protective Association was organized to stabilize the prices. Since that time, prices have been fair, reasonable and standard.

The family operation of the fish grottos and stalls is carried one step further in the catching of the fish. Many times, the fishing is done by another wing of the family, thus providing a blood relation tie-in from fisherman to retail grocer to consumer.

— Photo and text, courtesy of San Francisco Chamber of Commerce.

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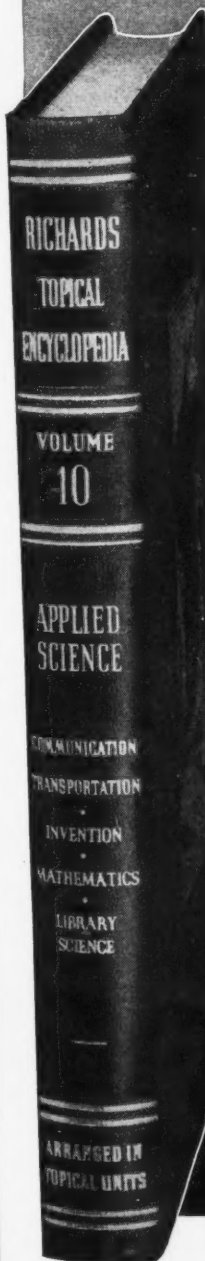
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Schools MUST Have Steel

FROM the inception of the present national defense program the NEA and the CTA have attempted to impress federal authorities that a reasonable amount of steel should be allocated for school construction and that priority second only to actual defense projects be established for schools.

The NEA established a special office with responsibility for keeping constant contact with federal agencies on this and other problems in which the defense effort impinged upon Public Education.

The Office of Education has emphasized the need for steel for schools. Responsible federal officials have been contacted repeatedly.

Members of Congress have been urged to act, but still school construction projects all over the United States are stalled for lack of steel. This problem is especially acute in California where growth has been so dramatic and where earthquake-resistant construction is imperative.

Let Your Congressmen Know

Until now the steel shortage has been a threat. Now it is an actuality. The time is here for action on the local level. If *your* school project is held up,—while steel-consuming supermarkets, service stations, and even liquor stores are springing up like mushrooms,—it is time to let *your* Congressmen know about the situation in your own community.

Up until now the argument has been on the basis of principle. Now children are being herded into double and even triple sessions because school projects are being placed in less essential categories than other construction which is going forward.

Publicize the Whole Story

In every community where schools are waiting for steel the whole story should be publicized. Parents should know why, when they have voted the bonds, there are still no schools. Congressmen should be informed of what is happening in your community. If the parents of our children who are waiting for schools know the facts, action will not be long delayed. — A.F.C.

Vital Statistics in EDUCATION!

Prepared by CTA Research Department

In the Fall 1948 issues of the Sierra Educational News the CTA Research Department presented some basic facts and figures on California's public schools. It is now three years later; in times so rapidly changing as the past three years, we may with some profit look anew at the "score board." In the meantime, to give us an additional tool for research, the 1950 Census has been taken and preliminary reports of the findings are available.

Let's examine once more California's "vital statistics" scene as it relates to the schools.

California Grows

California's general population grew during the 1940's by some 3,678,600. To help swell the total growth, some 1,863,761 children were born in the State for the ten years 1940-1949; whereas 111,840 were born in 1940, 241,000 were born in 1949. The 1950 Census revealed in startling fashion to what extent the 1940's reversed the trend of population age-composition which seemed inevitable during the 1930's.

For the period between the censuses the total population grew by 53.3 per cent. Table 1 reveals the extent the youth population varied from this general experience.

TABLE 1

Population Growth of Age Groups in California; 1940 to 1950

| Groups | Numbers | Percent |
|-----------------------|------------------|-------------|
| Under 5 years..... | 653,506 | 144.1 |
| 5 to 9 years..... | 401,908 | 92.4 |
| 10 to 14 years..... | 178,285 | 37.2 |
| 15 to 24 years..... | 315,469 | 28.2 |
| 25 to 34 years..... | 589,402 | 49.4 |
| 35 to 44 years..... | 558,856 | 51.9 |
| 45 to 64 years..... | 669,434 | 42.0 |
| 65 and over..... | 311,753 | 56.1 |
| All Ages | 3,678,613 | 53.3 |

1950 Census of Population, Preliminary Reports, Series PC- 6, No. 1, March 26, 1951, Table 1.

In spite of the substantial gains in population beyond 24 years of age, the median age of the population as a whole was lowered from 33.1 years to 32.0 during the decade.

When grouped according to school and pre-school ages the youth population showed the greatest gain at the bottom end of the school grade series: under 5 years, 144.1 per cent; 5 to 13

years, 69.7 per cent; 14 through 17 years, 18.7 per cent; 18 and 19 years, 27.2 per cent (CTA estimate). For the total group, 5 to 17 years, the gain was 52.45 per cent, nearly parallel to the general population gain.

It is the very large growth at the pre-school ages which may, if continued, reverse a trend which has been apparent during this century, a declining proportion of the population in the ages 5-19. This trend is shown in Table 2.

TABLE 2

Ages 5-19 as a Percentage of Total Census Populations in California: 1900-1950

| | |
|------------|----------------|
| 1900 | 26.3 |
| 1910 | 22.9 |
| 1920 | 22.9 |
| 1930 | 23.3 |
| 1940 | 21.1 |
| 1950 | 20.45 (estim.) |

Enrollment Changes

It is not possible with great accuracy to compare the enrollments of 1940 with those of 1950. The older "State enrollment" figure was an accumulative one and never accurately reported departures from the schools. An accurate "census" has been taken only since October 1946. Nevertheless, it

is worth comparing two recently available enrollment totals. Table 3 shows the increase of grade enrollments between March 31, 1947 and March 31, 1951, a four year span.

Future enrollments are dependent upon many factors, not the least of which is the disposition of current generations to remain in school. Whereas the 1940 Census indicated that slightly more than 90 per cent of the population aged 5-17 were enrolled in school, the preliminary reports of the 1950 Census indicate that slightly less than 86 per cent of this school-age population were enrolled. Presumably habits of attendance have been altered since 1940.

Table 4, showing the annual births in California for the past twenty-five years, gives a clue to what is ahead for the schools. It would appear that, barring unusual changes in its economic well being, there may be no fewer than 240,000 native-born each year in the future, and this figure may increase.

Not all of these children will live to enter and graduate from the schools. A quick rough calculation will demonstrate that thirteen annual generations

TABLE 3

Active Enrollment in California Public Schools
March 31, 1947, and March 31, 1951

| | 1947 | 1951 | Increase | Percent Increase |
|--------------------------|------------------|------------------|----------------|------------------|
| Kindergarten | 85,597 | 135,078 | 49,481 | 57.81% |
| First Grade | 155,305 | 190,435 | 35,130 | 22.62 |
| Second Grade | 135,356 | 171,757 | 36,401 | 26.89 |
| Third Grade | 122,359 | 165,821 | 43,462 | 35.52 |
| Fourth Grade | 114,463 | 143,469 | 29,006 | 25.34 |
| Fifth Grade | 106,203 | 132,894 | 26,691 | 25.13 |
| Sixth Grade | 101,619 | 128,454 | 26,835 | 26.41 |
| Seventh Grade | 97,793 | 122,381 | 24,588 | 25.14 |
| Eighth Grade | 95,821 | 115,010 | 19,189 | 20.02 |
| Total K-8 | 1,020,335 | 1,305,299 | 284,964 | 27.93 |
| Ninth Grade | 95,821 | 109,039 | 13,218 | 13.79 |
| Tenth Grade | 91,693 | 100,394 | 8,701 | 9.49 |
| Eleventh Grade | 79,057 | 84,463 | 5,406 | 6.84 |
| Twelfth Grade | 63,299 | 68,320 | 5,021 | 7.93 |
| Total 9-12 | 329,870 | 362,216 | 32,346 | 9.80 |
| Total K-12 | 1,350,205 | 1,667,515 | 317,310 | 23.50 |
| Thirteenth Grade | 37,729 | 45,112 | 7,383 | 19.57 |
| Fourteenth Grade | 13,347 | 22,664 | 9,317 | 69.80 |
| Total 13-14 | 51,076 | 67,776 | 16,700 | 32.70 |
| Total K-14 | 1,401,211 | 1,735,291 | 334,080 | 23.84 |

In addition to the above totals California enrolled 461,299 in special classes on March 31, 1947, in contrast to a total of 257,277 in special classes on March 31, 1951, a gain of 79.30 per cent.

TABLE 4
California Births

| | | | |
|-----------|---------|-----------|----------|
| 1925..... | 85,492 | 1946..... | 217,222 |
| 1930..... | 84,382 | 1947..... | 243,808 |
| 1935..... | 80,222 | 1948..... | 239,518 |
| 1940..... | 111,840 | 1949..... | 240,999 |
| 1945..... | 182,111 | 1950..... | 240,222* |

* (prelim.)

of native-born children producing 225,000 school pupils will, if only 85 per cent enrolled, result in a potential school population of nearly 2,485,000 by 1965 (1947 plus 18 years less five pre-school years). Allowing 185,000 in private and parochial schools still leaves a future public school enrollment of 2,300,000 native-born. The additions of thousands of school age children from in-migration gains should bring about this level of school enrollment in grades K-12 before 1965, as would a larger proportion enrolled than 85 per cent.

School Districts

The reduction in the number of school districts has proceeded since 1947-48. The number of active districts as of June 30, 1947 was 2,457, in contrast to 2,111 on June 30, 1950. Table 5 shows a breakdown of separate districts by type and level of education.

Certificated Staff

To keep up with the growth in pupil population California's teaching staff has likewise increased. Whereas on October 31, 1948 some 53,824 full-time regular teachers were employed, by October 31, 1950 the total had grown to 61,123. The number of certificated persons in other full-time positions than the classroom increased from 6,595 to 7,820 in the same period, exclusive of 690 persons in County Superintendent's Offices in the latter year.

The largest increase has, of course, occurred at the elementary level, as shown in Table 6.

Space precludes a detailed presentation of the wide variety of positions.

The number of certificates on file

TABLE 6
Number of Certificated Teachers and Principals Employed
Full-Time: 1948 and 1950

| | 1948 | 1950 | Increase | Per Cent |
|--------------------------------|--------|--------|----------|----------|
| Elementary teachers | 32,104 | 37,395 | 5,291 | 16.48 |
| High School teachers..... | 19,131 | 20,747 | 1,616 | 8.45 |
| Junior College teachers..... | 2,589 | 2,981 | 392 | 15.14 |
| Elementary principals | 1,668 | 1,991 | 323 | 19.36 |
| High School principals..... | 512 | 558 | 46 | 8.98 |
| Junior College principals..... | 34 | 37 | 3 | 8.82 |

for employment is perhaps the best total to examine for appraising the size of the professional staff. Data on this total have been gathered only in the last few years so that a comparison with a much earlier period is not possible. However, this total of certificated personnel employed on regular and emergency certificates increased from 73,484 on October 31, 1948 to 82,868 on October 31, 1950, according to studies published in **California Schools** by the Division of Credentials.

time teachers classify junior high school teachers as secondary teachers, whereas teachers in 7th and 8th grades in elementary schools are classified as elementary teachers.

Financial Support

State subventions for support of public schools have increased to keep pace with growing enrollments and need for increased expenditures. The total State money subvented in 1946-47 was \$112,696,350. Following the pas-

TABLE 7
Total California Expenditures for Public Education¹
1949-50
(Excluding higher education)

| | |
|---|-------------------------|
| Payments of California school districts for current budget operations, including capital outlay..... | \$518,929,061.81 |
| Bond redemption and interest..... | 36,169,398.01 |
| State's contribution to teacher retirement..... | 10,355,000.00 |
| Free textbooks | 1,504,999.00 |
| State Department of Education expenditures principally devoted to public schools exclusive of higher education..... | 2,078,757.07 |
| | \$569,037,215.89 |

Another interesting figure is obtained by dividing the total number of full-time teaching staff (non-administrative) into the enrollment for the year. The enrollment in California schools, exclusive of adults in high school and junior college is by and large handled by the full-time teaching staff. For October 31, 1947, 1948, 1949, and 1950 the number of students enrolled per member of the full-time teaching staff has exceeded 29 pupils. This figure includes the effect of relatively smaller classes in the secondary schools and the special classes at all levels. It is not possible to show an accurate breakdown by separate school levels because salary reports on full-

sage of Proposition No. 3 in November of 1946, the State subventions rose to \$191,852,358 for 1947-48; they totalled \$222,363,336 for 1949-50. Included in these sums was the money spent for school building aid and child care centers.

Table 7 indicates a general breakdown of the total sum spent on the public schools in 1949-50.

The above total expenditure represented 3.07 per cent when referred to the total of income payments to individuals in California in 1950, a total of \$18,542,000,000.² Should the amount for current expenditure alone be examined, this total of \$483,088,865.20 would represent 2.60 per cent of the 1950 total income. The ratio of State and Local Revenues for public schools (K-12) to total income of individuals in 1937-38 in California is reported as 3.69 per cent in the recent study of the U. S. Office of Education.³

1. Compiled from the Annual Report of Financial Transactions of Municipalities and Counties of California for the Fiscal Year Ending June 30, 1950, and from the State of California Budget for the Fiscal Year July 1, 1951, to June 31, 1952.

2. The Survey of Current Business, August, 1951.

3. Public School Finance Programs of the Forty-eight States, p. 87.

TABLE 5
Number of Public School Districts by Type and Level
of Education: 1947 and 1950

| | Unified | | Elementary | | High School | | Junior College | |
|-------------------|---------|------|------------|-------|-------------|------|----------------|------|
| | 1947 | 1950 | 1947 | 1950 | 1947 | 1950 | 1947 | 1950 |
| Regular | 31 | 31 | 1,756 | 1,336 | — | — | 16 | 18 |
| City | 15 | 31 | 43 | 47 | 21 | 20 | | |
| Union | | | 284 | 348 | 202 | 189 | | |
| Joint Union | | | 12 | 18 | 29 | 31 | | |
| Joint | 1 | 5 | 39 | 30 | 1 | — | — | 1 |
| County | | | | | 6 | 5 | 1 | 1 |
| | 47 | 67 | 2,134 | 1,779 | 259 | 245 | 17 | 20 |

Total districts: 1947..... 2,457
1950..... 2,111

Reduction in number of districts
346 or 14.1%

TEACHERS OF THE WORLD

A Report on the WOTP Convention at Malta

By Mary Virginia Morris, Los Angeles; Delegate of The National Education Association

IT was sunset when the flight from Rome, Italy, reached the Isle of Malta. The English pilot must have read the minds of his passengers because he flew his plane low and circled the island before he brought it down on the runway of the Valletta Airport. This gave the delegates aboard his plane a splendid view of the island of sunshine and the charming city of Valletta which was to serve as host to the delegates of the 1951 convention of the World Organization of the Teaching Profession.

Malta is a Self-Governing British Colony in the Central Mediterranean. Self-Government was restored to this island in 1947. It is rich in ancient, mediaeval and current history. The delegates were fascinated with the prehistoric temples, the catacombs, the cathedrals and the very old buildings still in use.

The terrific bombing Malta received shows its importance as a strategic naval base in World War II. Malta like England is slowly but surely re-building its public buildings and homes. During World War II Malta was awarded the George Cross for gallantry by King George.

The World Organization of the Teaching Profession, which was founded in 1946, is an inclusive organization, serving teachers and their organizations in all parts of the world without regard to religion, creed, color or field of specialization. Its purposes are:

1. To make the highest standards of full and free education available to all, without discrimination.
2. To improve the professional status of the teachers of the world and to promote their intellectual, material, social and civic interests and rights.
3. To promote worldwide peace through the building of goodwill, founded upon cooperation between nations in educational enterprises, based upon pertinent and accurate information.
4. To advise the appropriate or-

gans of the United Nations and of other international bodies on educational and professional matters.

The WOTP has held a Delegate Assembly each year since it was organized. It has grown from 15 affiliated national organizations to 28 national organizations, 20 state education associations in the United States and a great number of individual memberships in the United States and other countries.

Eighteen national organizations sent delegates or observers to the 1951 convention. The United States had the largest delegation.

The applications of the national education organizations of Japan, Korea and Turkey were accepted as the new affiliates of the WOTP.

The theme for the 1951 convention was "How national teachers organizations help their individual members to become more effective in their educational service and in their professional organizations."

Constitution Is Drafted

The agenda for the convention included reports of the Committees on Teachers Salaries, Professional Ethics, International Understanding, Public Relations and also the resumes of the

findings of the Discussion Groups on the two important phases of the convention theme.

The most important item on the agenda was the Draft Constitution. The amendments, to the WOTP Constitution, were proposed in order to unite the WOTP, the IFTA and the FIPESO. The latter groups are international organizations of elementary and secondary school children, chiefly in Europe. Neither organization had affiliated with the WOTP.

Although the Draft Constitution did not meet with the approval of all the delegates, it was adopted. Many delegates voted for the changes in the WOTP Constitution because they felt their votes would provide a means of unity.

Steps Toward Unity

Both the IFTA and the FIPESO accepted the Draft Constitutions at their respective conventions held this summer.

Under the terms of the Draft Constitution since it was accepted by the IFTA and the FIPESO the name of the World Organization of the Teaching Profession will be changed to the WORLD CONFEDERATION OF ORGANIZATIONS of the TEACHING PROFESSION.

The newly-named WCOTP will continue to strengthen its program to unite all teachers under this organization and to work for the accomplishments of its purposes.

The task which lies ahead for the WCOTP is not an easy one. It means changing the tradition and attitude of European Secondary School people toward those in the Elementary field. It was very disheartening to learn how very superior some of those in Secondary level of education feel toward the Elementary Educators and Elementary Education. Those two groups have not united to act on common problems of education or teacher welfare.

This concept of one level of education being so much more important than other levels of education will



have to be modified before much progress can be made to unite school people of all levels of education and to build a better understanding between schools within a nation and with those of other nations.

The Malta teachers and lay citizens proved to be ideal hosts and hostesses. President Alfred Buhagiar and the members of the Malta Teachers Union carried out well made plans for the social activities of the delegates. Their hospitality was both genuine and gracious. There were receptions, teas, boat rides, and sightseeing trips, and all were courtesies of this group.

Perhaps the pleasantest experience of WOTP Convention was to renew the acquaintance of Miss Rita Chetcuti of Malta. Rita was among the first group of Overseas Visiting Teachers to come to the United States in 1948. She spent a few months in West Virginia and attended the NEA Convention and the Department of Classroom Teachers of the NEA two weeks national conference at Oxford, Ohio, in 1948. The warmth of her welcome will long be remembered by the delegates and the writer.

One finds the word union is often synonymous with the words club, association or organization in Europe. Most of the national organizations affiliated with the WOTP are similar in structure to that of the National Education Association of the United States.

Dr. William F. Russell of Teachers College, Columbia University in New York City was re-elected to serve as president for one year, and Mr. James W. Scholes of Scotland was also re-elected to the executive committee of WCOTP. The new members elected, to the executive committee, are Mr. Alfred Buhagiar of Malta and Dr. Amarantha Jha of India.

A Tribute to Dr. Carr

Dr. William G. Carr, of the staff of the National Education Association, is Secretary General of WCOTP. Dr. Carr has won the respect and admiration of the members of the different national educational organizations. This year as in other years the delegates were impressed with Dr. Carr's devotion to the progress of the WOTP and they were grateful for his outstanding leadership.

The 1951 WOTP Convention closed with Dr. Carr's plea for the delegates to re-double their efforts to work wholeheartedly until they and the members of their national organizations reach their goal—that of ensuring peace by international cooperation in education.

A California Rural School Teacher

Reports on Her Summer Adventures

I Visited Demonstration Schools

By Sidney Strand, Teacher, Sierra-Plumas Joint Unified District,
Goodyear School, Goodyears Bar, Sierra County

THIS past summer I did not need to earn college credits, and that boogie, Inflation, made it plain that I couldn't afford a full summer session anyway. But my teaching did need its annual pick-me-up. I found the answer in the demonstration schools maintained by teachers colleges during summer session.

The values I received were so great that I wish all the colleges made a nominal charge so that visitors such as I need not feel like intruders. Only the University of California at Berkeley made a charge, — 50 cents for each daily session, during which I was allowed to observe three classes and peek into the workshop where hundreds of stimulating ideas were in the process of creation under the deft fingers of the workshopers.

I Was Gently Briefed

All other schools required only that I report to the office before entering the classrooms. That was so that I could be given a gentle briefing on the obvious rules for observers: Keep a deaf and dumb expression, sit quietly, say nothing, and change rooms only during intermissions. Unlimited notebook busy-ness is permitted.

Demonstration schools are seldom located on the campuses. After one unfortunate morning during which I had parking trouble, was shunted from one office to another until I found the particular Someone who knew about the demonstration school, and got myself completely lost finding it, I learned to telephone the college from a nearby service station about 8:30 in the morning. Information is forthcoming at once, the service station attendant obligingly starts me in the right direction, and I arrive at my destination in time to get oriented by 9 o'clock.

Specific objectives for observation are important, but I received my greatest inspiration from a class for the deaf at San Francisco State College, into which I was shepherded by someone who mistook me for a visiting

parent. The intense yearning of the speechless deaf touched me deeply and gave me insight into the desire of all children to express themselves. I resolved as I wiped my glasses that I would never forget that moment.

Each of the four schools I visited had something of value which none of the others was offering. Chico State College had the only multigraded class; San Francisco State, the only classes for handicapped children; San Jose State and the University of California had the most varied and complete demonstrations of "well-founded practice in general and specific areas," as a San Jose poster so aptly phrased it.

The passing of the so-called "progressive" school with its undisciplined confusion was evident, though children are not denied the necessary freedom to move around, communicate with each other, and work creatively with a minimum of restraint. Discipline is positive, praise is more evident than punishment, and teachers set a pleasantly quiet example for the children.

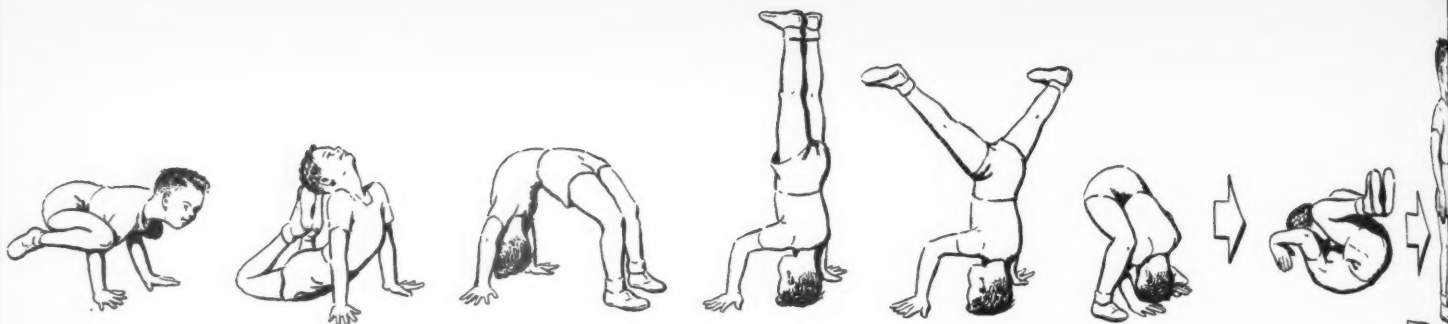
Excursions, audio-visual aids, and demonstrations not only embroider the teaching, but are truly a part of its fabric. Living things have invaded the classroom. Rats, rabbits, tortoises and snakes live familiarly with the children.

Black Is Gone

Black chalkboards have disappeared. Classrooms are colorful and well-lighted. Music corners, which invite the child to play a simple instrument, have been added to the science corners, reading tables, activity centers, and sharing nooks of recent years.

I missed the artistic prints that give a soul to our winter classrooms. They have been crowded out by the demonstration situation, I presume.

Now I am back in school with my notebooks full of usable ideas. In my mind, I treasure a composite mental picture of the ideal teacher of 1951. I can hardly wait to emulate her.



See Them Tumbling

By Sue Starkweather, Kindergarten Teacher, Franklin School, Berkeley

BERKELEY'S physical education program includes what we call "ten fundamental stunts" or elements of tumbling. In past years, boys and girls, from kindergarten through junior high school, were tested regularly for proficiency in these stunts. They are the Duck Walk; Bear Walk; Seal Crawl; Measuring Worm; Forward Roll; Backward Roll; Head Stand; Hand Stand; Cart Wheel; and Hand Spring.

In addition to these ten, which have been used for testing purposes, we have taught such stunts as Lane Dog, Rabbit Leap, Crab Walk, etc.

All of our kindergarten teachers have carried on a program of physical education activities, including some stunts; but Miss Sue Starkweather has been exceptionally successful. Last spring she presented a demonstration of her stunt program for all the kindergarten-primary teachers of Berkeley. The work was so fine I think teachers over the State may find her ideas helpful.

Miss Starkweather is the teacher who first introduced the "Kindergarten Rhythm Band" into the educational music program. She is also outstanding in her art work; in fact, she is an unusually successful teacher of kindergarten children, and is an inspiration to all who have had the privilege of knowing and working with her.

The sketches by Lawrence B. O'Hare add to the article; the photographs were made by Leo Graham, principal of Franklin School. — Violet Richardson-Ward, Supervisor of Health and Physical Education, Berkeley Public Schools.

TUMBLING should have a definite place in the curriculum of the kindergarten, as well as in all age-level groups of school children. It is not only suitable for kindergarteners, but it starts the child in his formative year, with a knowledge of what poise and good posture are, and what body control and relaxation can do for him, aside from all other values derived

from the work. If the wise teacher can fortify her children with this knowledge, while teaching tumbling, she has started them on to a better life.

The pictures shown here were taken of some Franklin School kindergartners, to show a few outcomes of stunts that can be accomplished with young children.

Although simple tumbling comes natural to young children, it is to be regarded with serious thought on the part of the teacher. First, a plan must be formulated wherein the children may work together without getting hurt. Second, a simple method of teaching tumbling should be planned, wherein all children may benefit at once.

Each teacher should work out her own procedure, in accordance with her own situation or environment. Floor space should be adequate for freedom of movement for either small or large classes.

The Franklin School Kindergarten room is large enough to accommodate 60 children. Each child has his name painted on his own designated floor space. Here he has room to practice without fear of colliding with others. In this way, the two kindergarten classes in the school may practice together in one large unit, doing the stunts simultaneously.

One teacher at the piano plays the music which emphasizes the directions and helps obtain the rhythmic skill of the motions. The other teacher gives the instructions to the group.

These two classes meet for a 40-minute tumbling period once a week during the school year. Here the child learns good group relationship. Each child is a part of the whole and assumes his share of responsibility in courtesy and safety. Here even the slower child perfects a stunt, making him a more efficient member of the group.

Safety precautions should be taken

HEAD STAND — Balance on forehead with hands forming base of triangle; legs straight; feet together; toes pointed.

HEAD STAND — Legs spread sideways.



and the unskilled children should be carefully guided in the correct positions in learning each activity. The teacher should know her material thoroughly, having lessons planned in advance and set to music. General safety rules must be stressed and, as mentioned before, individual attention given.

Little equipment is required, apart from shorts for the girls to slip on over their clothes, for this activity. These may be kept in their lockers, as school property, to be worn only for physical education activities. If the floor is cold, the children may sit on small rugs, while taking instruction. These rugs can be made by the children—squares of any size newspapers folded and pasted together and covered with cotton cloth and sewed around the edges. Rugs are of little use when the exercises begin, as they slip on the floor. While learning the Head Stand, a small sponge-rubber mat may be used to protect the forehead.

Before starting any stunts, give the class the right posture cues and see that they are understood thoroughly. Insist upon straight backs while sitting.

One simple stunt worked out in class is called the "Paper Doll." Children sit on the floor with legs out straight, toes and heels together, backs straight, and arms close to body, with hands flat on floor by hips. Children are chosen to hold long rulers to backs of others to find the straightest back. Practice this stunt until it becomes a habit to sit with a straight back at all times.

Proceed slowly, perfecting one stunt before taking up another one. Take each step slowly and by direction, complete the whole. When a direction is given, see that each child is in that position before giving the next direction. Watch for signs of fatigue. Let them relax often during the activity. At the word "Relax," all should lie on their backs in a relaxed position, eyes closed, and body still.

The directions for "Forward Roll" are as follows: At the word "Attention," the children stand up, feet together, and arms at sides.

1. *Feet Apart, Jump*—meaning for each child to jump and come to a standing position with feet spread apart.

2. *Heads Down*—meaning for each child to put his head down as far between his legs as he can get it, with his chin drawn in to chest, the back of his neck almost touching the floor, and his hands on floor between

the feet. He holds this position until given the next direction.

3. *Over and Up*. With a thrust from the feet, each child turns over as a ball and springs by his feet to a standing position. Some children will get it quickly. Others will find it difficult to stand erect with feet together, and will struggle up on the side of one leg. With a little individual help from the teacher, they soon learn the right way.

All the stunts can be worked out and taught in this way, using a few directions to right positions. Encourage the slower ones by genuine ex-

pressions of approval. With a word of praise, the child will do better work and put forth greater effort. A child with a "lazy arm," result of polio, after tireless determination to excel, learned the tripod. She made her lazy arm work. By gaining confidence, any fears will disappear.

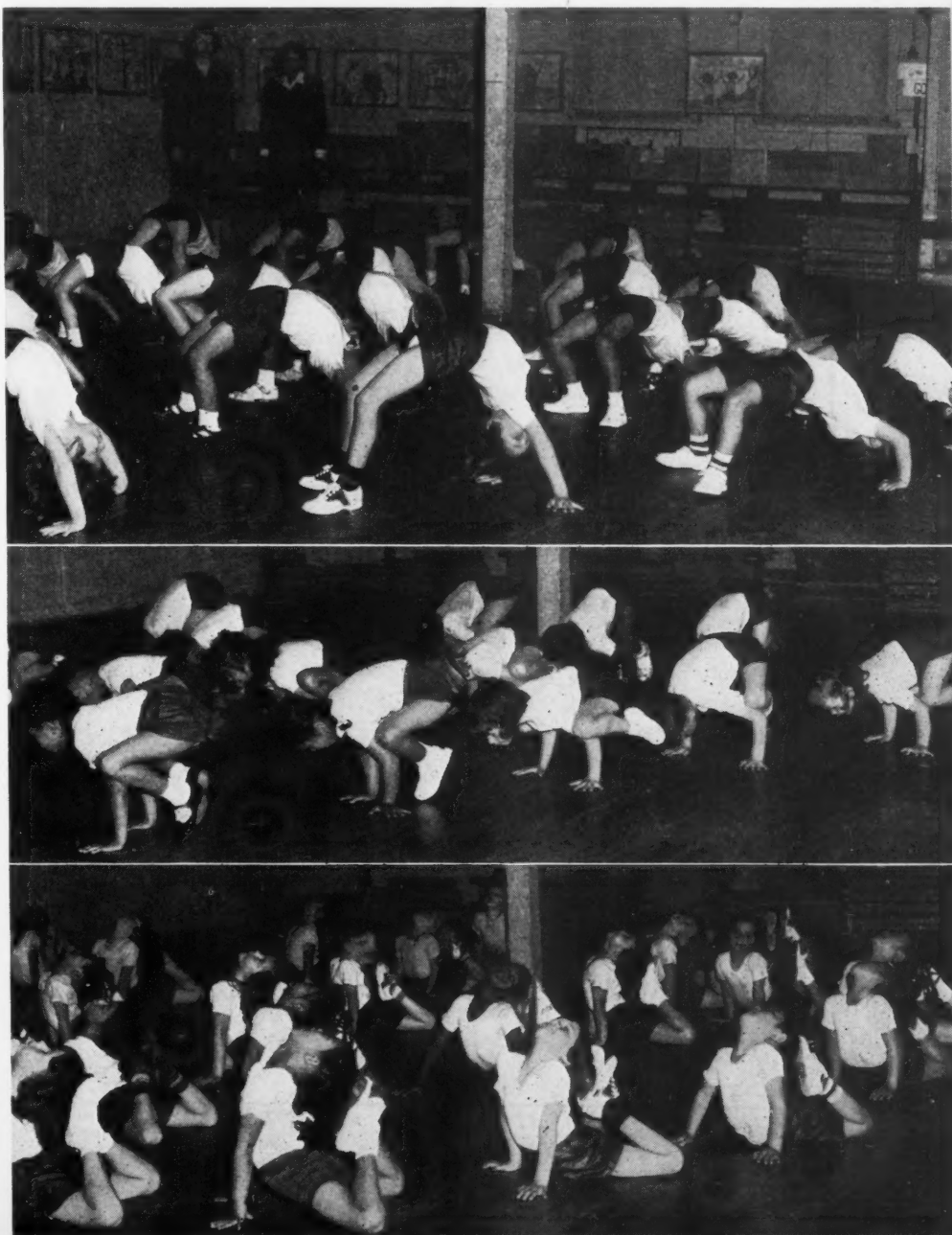
Perfect a stunt in all ways before going on. Practice over every movement pertaining to it until it is a habit, and the whole class does it in effortless unison. Failure of a child to learn a stunt, before proceeding to another one, may weaken the energy of all

(Please turn to Page 30)

Top: CRAB WALK—Start from lying on back. Head should be off floor. Assistance to get the feel of this may be given the child by support at hips. Teachers in rear—(left) Jeanne M. Carmichael; (right) Sue Starkweather.

Center: FROG STAND—Balance on hands; knees supported on upper arms above elbow; head and feet off floor. Note form of girl in center-front row.

Bottom: HEAD AND TOE TOUCH—With thighs resting on floor; hands on floor in front of body—bend knees backward and extend head backward to have head and toes touch.



They Know the Answer

Progress Report on the CTA Membership Campaign

CALIFORNIA teachers know the answer. They've looked at the record and found the facts. And when the question is asked, "What has CTA done for me?" they can recite chapter and verse of professional achievements in years past and present.

At least that's what early reports of the snowballing statewide Fall membership campaign would seem to indicate. With a clear picture of what the California Teachers Association has done for the individual teacher as well as for improvement of education generally, thousands of teachers are renewing their memberships under the expanded program of services and dues.

With a total of 60,000 members last year making the CTA the largest state teachers organization in the United States, teachers are signing up in increasing numbers in these, the early days of the enrollment period.

To dramatize the vital role of the professional organization in California the membership campaign was launched with a statewide radio broadcast on September 18. Utilizing the 13-station facilities of the American Broadcasting Company, plus two independent outlets, the story of professional accomplishment was carried to teachers meeting in hundreds of localities throughout California.

The Program is Praised

In the first statewide meeting of California teachers the keynote was sounded by State Executive Secretary Arthur F. Corey, with roll-call responses from the presidents of the six CTA Sections. Praise for the CTA program was sounded in recorded statements by leaders from the New Jersey and Kansas State Teachers organizations and from the NEA.

To finance a vastly expanded program of service to individual members and local associations the annual dues have been set by overwhelming vote of the State Council of Education at \$12 per year. The increase from

\$7 a year is effective for the first time for the 1952 membership year for which teachers are now signing up. The new dues, which amount to only \$1 a month, are considerably lower than those of any comparable professional organization.

Much Expansion Planned

Among the many services slated to be made available during the coming year are,—additional field service, with emphasis on large city association activity; increased research; an enlarged and improved CTA Journal; more intensive committee activity; enlarged press and radio services; and a specialist to aid local groups in finance and salary problems. In addition each of the six Sections will have more adequate finance to serve groups at the local level.

The accomplishments of the CTA over the years in a broad field of professional activity were detailed in the September issue of the CTA Journal.

Dramatic recitals of legislative achievements were included to show how the CTA has fostered and protected the tenure rights of teachers, has brought about a doubling of salary and retirement benefits during the past ten years and has provided members of the teaching profession with many of the welfare benefits designed to make the profession more attractive to the end that children will receive even better education.

The work of field service in "trouble shooting" at the local level, the accomplishments of the State Ethics Commission in helping solve personnel problems, and the work of research and other departments in serving the profession all were described.

Yes, California teachers know the answer. They know that their professional organization, the CTA, had done great things for all time, the CTA, had done great things for each and every teacher in the state.



California Congress of Parents and Teachers

ASSEMBLY BILL 1954

By Mrs. W. B. Phillips, Berkeley; Exceptional Child Chairman, California Congress of Parents and Teachers

ASSEMBLY Bill 1954 has now become a law. This bill amends the Education Code relating to mentally retarded minors. Section 9801 refers to the compulsory program already in force. A new provision allows an excess cost of \$150 per A.D.A. Section 9801.2 brings a new permissive program for a separate classification of mentally retarded, allowing an excess cost of \$200 per A.D.A. Both sections are subject to provisions in the bill and to rules and regulations set up by State Board of Education.

Since Section 9801.2 is now a law, the California Congress of Parents and Teachers feels it should be given a real chance to prove its worth in those communities where the pilot program will be permitted. A non-discriminatory reception of these children, who have not had opportunities similar to that given to almost all other children, will be absolutely essential. This will not be possible if

educators and parent-teacher members have too many preconceived ideas about this law. It is hoped that a friendly reception shall be extended to the parents of these children. No stigma of any nature should be attached to the parent or the child.

Parent-teacher members will be advised to earnestly endeavor to create the right atmosphere and a really pleasant climate in which this new program may be developed in our public schools. It is to be hoped that judgment will be suspended and a real spirit of cooperation be manifested by all who are interested in the welfare of all children.

The following letter is from the California Parent-Teacher magazine. The letter was written by a mother whose Mongoloid child will very soon enter one of these new classes. This appeal is directed toward parents of other children and should be equally suggestive to teachers and administrators.

A Mother's Letter

Dear Parents of California School Children:

This is a letter to you personally, even though we have never met. I am writing to you because I want your help, understanding, and encouragement for my child when you meet her on the streets with me, on the bus with her sister going to school, with her family and friends going to the movies—whenever and wherever you meet her doing the things she can do in her community.

She is what the psychologists call "high-type Mongoloid." She is pretty and well formed; but she looks a little different from your child because her eyes slant slightly upwards and she has a low bridge on her little button nose. She is loving and lovable and eager to imitate. After studying you for a while she will make you chuckle with the accuracy of the way she imitates your walk and gestures.

This year a wonderful thing has happened to her. The lawmakers have permitted public schools to set up classes for her education. She will be able to live at home with us who love her and go to school as do her brothers and sisters. She will learn to salute the flag, to play group games, to read simple books, to recognize signs and to operate simple machines.

When you see her, please smile at her and greet her. She will respond with her lilting "Hi." But more important she will know that she is a recognized and acceptable person to you, and that her community is as happy a place as her home is.

Will you explain her a little to your child who will see her on the bus and playground, and ask him to be gentle to her and watch out for her a bit? We have been told by experts, and we know from living with her and watching her develop that she will never need to be sent to an institution. With your help her way in this world will be bright.

GOALS

for the Centennial
Action Program of the
United Teaching Profession
1951-57

The Centennial Action Program was unanimously adopted by the NEA Representative Assembly at San Francisco on July 6, 1951. Its goals are:

1. An active democratic Local education association in every community.
2. A strong and effective State education association in every state.
3. A larger and more effective National Education Association.
4. Unified dues—a single fee covering local, state, national and world services—collected by the local.
5. 100% membership enrolment in local, state and national professional organizations, to be recognized by a professional certificate; with provision for a professional progress certificate for local units with at least 90%.
6. Unified committees—the chairmen of local and state committees serving as advisory members of central national committees.
7. A Future Teachers of America Chapter in every institution preparing teachers.
8. A professionally prepared and competent person in every school position.
9. A strong, adequately staffed State Department of Education in each state and a more adequate federal education agency.
10. An adequate professional salary for all members.
11. For all educational personnel—professional security guaranteed by tenure legislation, sabbatical and sick leave, and an adequate retirement income for old age.
12. Reasonable class size and equitable distribution of the teaching load.
13. Units of school administration large enough to provide for efficient operation.
14. Adequate educational opportunity for every child and youth.
15. Equalization and expansion of educational opportunity including needed state and national financing.
16. A safe, healthful, and wholesome community environment for every child and youth.
17. Adequately informed lay support of public education.
18. An able, public-spirited board of education in every community.
19. An effective World Organization of the Teaching Profession.
20. A more effective United Nations Educational, Scientific and Cultural organization.

THE FIELD TRIP Interprets the School to the Community

. . . Parents learn through real experience, too!

By J. Frances Huey, Teaching Fellow, 1951, New York University;
Former Teacher, Mission Elementary School, San Bernardino County

TO return from a school trip with the feeling that it has been a perfect day for the children, for the parent-helpers and for you, the teacher, makes it one of those extra pay days that aren't on the record. Through your own weariness you remember some of the comments of the day — "I'm going to tell my mom about that Hopi wedding dress"; "When I get home I'm going to make a pump drill"; and "My, these children are lucky to be able to go to a school like this"; "This is one of the most courteous classes we have had the pleasure of serving." Yes, you were lucky today.

You think about the factor of luck and realize with warm appreciation how that luck was built by the wholehearted cooperation of many people. The principal had carefully arranged the details of bus transportation, had assured you that he would be at the school until you returned and had waved the group off to a fine day. The bus driver had made a precautionary stop at a garage and had explained directly to the children the reason and importance of this delay. The guide had been careful that all children saw and heard, and had based his explanation on what the group wanted to know.

The parents, who went had fit quickly into the spirit of the plans built by the class, had taken cues for action readily and had thus vastly increased the freedom possible for the class. Above all you realize that that class — the class that had seemed so individually savage in its approach to its problems earlier in the year — had shown marked growth in ability to follow through the group plan and to take responsibility for its own behavior on a fairly high level.

You think of those thirty-four eager children recounting the adventures of the day to their parents. You think of the six tired but happy parents who have experienced part of the school program with their children, have evaluated it warmly and will doubtless have a glowing account of their own to give. Public relations had not been

a conscious objective of this trip, but there it was, an unmistakable leaven of understanding in the community.

BUILDING LUCK

Timing for Peak Returns

The timing of any trip in relation to the on-going activities and to group development is of utmost importance. The particular trip mentioned was made by a fourth grade group in connection with a study of Pueblo Indian life to a museum in a metropolitan area about sixty miles away. In scheduling this trip the teacher was concerned with the multiplicity of things to see in the museum both related and unrelated, and with group control.

Since a trip of this length could be made only once, we decided that maximum value would come from scheduling it near the end of the unit, pointing to a short comparative study of other Indians. It was felt that the value lost from not having seen the exhibits prior to construction was offset by the clarity gained by having many concepts formed as a basis for observation.

Control for Safety and Learning

The teacher was aware also that group control is an imperative on any school trip in order to provide physical safety as well as a positive learning situation. She knew that a group will be more relaxed if this is self-control under democratically established standards, but, that should the democratic control break down, she must still be able to control by arbitrary authority if necessary. Since this group had shown high problem tendencies at the beginning of the year, the teacher had another reason to schedule this long a trip later in the year.

A number of informal learning experiences outside the classroom in the normal course of the school program provided an opportunity for the teacher to observe and help the class develop group responsibility. The ability of the group to exercise conscious control in spite of excitement was taken as an index of readiness for this trip.

Pre-View and Pre-Plan

The teacher visited the museum and discussed with the guide the background of the class and the things which they wanted to see and find out about. She listed the major items of interest and their general location. She set a tentative date and time with the museum and later confirmed it by mail after having arranged for the school bus.

In discussing the plans with the class she went over the list of things that could be seen so that the children would know what to look for in case they were especially anxious to see certain things. Together they listed some of their unanswered questions which they hoped the guide could answer. The route was charted on a number of different road maps and each child was given a simple dittoed map to take with him.

The children were asked whose parents might be able to go on the trip. Those who it seemed would fit in best for that particular trip were invited by note to go. Notes to all parents told where the class was going, that the trip was in connection with their class work, the time of departure and probable time of return, and requested the parent to indicate his permission for the child to go. This note was the assurance of the school that the parent knew the plan and knew where the child would be that day in case of delayed return. It was in no sense a false security for the school.

Standards Have Their Reasons

The class discussed the standards they would hold on the trip. These were developed and agreed upon:

1. Stay with your partner and with the group.
2. Stay in your bus seat.
3. Keep your head and arms inside the bus window.
4. Use calm voices.
5. Walk calmly where you are going.

When the question of running was raised, it was discussed in relation to the safety of the situation. The idea was developed that the safety of the class was not a matter of responsibility

to themselves alone for personal or group happiness, but was a matter of protecting the opportunity of the whole school to take trips, which might be jeopardized by an avoidable accident.

The relationship of excitement to ability to act thoughtfully was also discussed. The teacher requested that the group look at things on the way going and save their singing for the homeward trip. It was felt that singing on the way to the museum would build excitement, but on the way home after the main goal of the trip was satisfied that singing would provide a release.

Briefing the Parent-Helpers

The importance of briefing the parent on his role as a helper can hardly be over-estimated. This must be done democratically so that the parent's self-respect is preserved, but definitely so that he or she knows the most helpful way to act. A mother or father in this situation may be really rather scared at first.

For this trip it was not possible to discuss the trip with the six helping parents the day before as might have been desirable, but they were asked to come at least half an hour before the start so that they would be a part of the final preparation. During this time there were introductions, a quick review of standards "for the benefit of the parents," an effort to help the group get the feeling of self-control before they left the classroom and a lavatory period just before departure.

Each parent was asked to take charge of a group of six or less including his or her own child. Each child was asked to pick a partner who he thought would help him be a good thinker on the trip. Each child whose parent was helping was given a chance to choose at least one of the other pairs for his group. This gave the parents a chance to get better acquainted with some of the children with whom their children played. It was explained to the children that the parents were really in the position of extra teachers and might need to give them directions at times.

On the bus it was arranged so that two mothers could sit together and become better acquainted. The teacher used this time for any further specific directions for the parents and for visiting informally with them and the children. She casually referred to the value of observing things along the way, pointed out the way that map study was related, described the development of the standards and just plain chatted.

Exploring the Past

At the museum an effort was made to keep the main objectives of the trip in mind so that confusion would be avoided. For that reason most of the time was spent in the one room most related to the unit. Then there was a rapid tour to point out related items in other rooms, but no effort to try to see the whole museum. The organization of the class into groups with each parent not only freed the teacher to move to the place in the larger group where she was most needed, but it provided the children a little individualized help in interpreting the things they saw, and it allowed the groups to explore their own interests under supervision after the guide had finished.

Sing Your Way Home

The departure from the museum was preceded by a lavatory period. A careful check was made on the bus to be sure that all children were there, and the group was homeward bound in a buzz of enthusiastic chatter. The teacher asked several groups what they were going to tell their mothers and dads about when they got home, and she discussed with the parents some of the things she hoped to bring out in the discussions and activities of the next few days.

The singing that started soon was a rewarding experience in itself. The only teacher guidance given was the reminder that everyone knew the class standards for a good singing tone. This kept it still within the range of fun and guarded against boisterous hilarity.

What Made It a Good Trip?

The activities of the next few days were built around the trip in an effort to use their experience to the full to build meaningful permanent learnings. In answer to the question, "What made it a good trip?" the class discussed what they had learned about Indians at the museum. They expressed appreciation for the courtesies extended to them by adults, and evaluated the courtesies shown by the group to each other and to adults. The teacher felt these learnings to be equally as important as the more academic learnings. They painted, wrote reports of the trip, wrote notes of appreciation to the adults who had helped and added content to their dramatic play.

THE COMMUNITY LEARNS THROUGH EXPERIENCE

In evaluating the trip from the public relations standpoint, the teacher saw that she had been able to help

the parents on the trip experience these factors:

1. The precaution taken for the safety of children on such a trip.
2. The educational value of an all day trip away from the classroom.
3. The process of building democratic group control and self control, and that control in action.
4. The relation of this experience to the on-going experiences of the group.

She believed that other parents in the community would have positive, indirect learnings about the school program through these channels:

1. The enthusiasm of the children for what they expected to see as they discussed it during the days of planning.
2. The permission note which gave details which parents wanted to know.
3. The **prompt**, safe and happy return of the children home.
4. The enthusiasm of the children to tell what they saw.
5. The enthusiasm of the helping parents as they told other parents about the experience they had had.
6. The evidence of related activities taken home, such as, paintings, stories, reports, etc.

Local Adventures

Parents can be equally helpful on shorter trips in the local community, and some parents may be reached this way who could not go on longer trips. Many of the same procedures will hold except that less elaborate preparation will be needed for a shorter trip.

In previewing a local trip it is highly important to explain the objectives of the trip to the adults who will be the hosts at the place visited. Because this may be one of their rare contacts with the school, it is a singular opportunity to demonstrate the modern school program in action, and to build genuine understanding of something they have a part in.

In these days when it is not only important to interpret the existing school program to the public, but it is imperative to build with parents a far more significant educational experience for children, what more insightful learning experience can we provide for parents than an opportunity to participate in a vital class experience such as a field trip. To experience even in part the planning and the follow-through of the activity as well as the activity itself adds immeasurably to their comprehension of the total school program.



YOUR STATE DEPARTMENT OF EDUCATION

Public Education of the BLIND in California

By Roy E. Simpson, Superintendent of Public Instruction

AS the result of a careful study by a Joint Legislative Interim Committee, the 1951 Legislature established an Orientation Center for Blind Adults at Oakland and authorized the establishment, as the need arises, of similar centers elsewhere in the State. This Legislative Committee was formed for the purpose of studying all facts relative to the program for the blind in the State of California and of making recommendations which would assist in the development of a program for blind and partially sighted individuals.

Approximately 75 individuals including professional personnel, lay workers, blind workshop employees, and residents of the Training Center for the Adult Blind were interviewed in order that the Legislative Committee would have full information concerning the existing blind program. The Committee would thus be in an informed position to make necessary recommendations for the improvement of the program.

The national health survey completed in 1936 indicated that the incidence of blindness in the United States was 1.75 blind persons per 1,000 of general population. Using this basis for the determination of the number of blind persons in the State, it was estimated there are approximately 17,500 blind people in California at the present time. It was also estimated that approximately 700 people in the State will become blind each year. As blindness develops most often in people 50 years of age or over, the Committee calculated that approximately 80% of the blind in the State of California will fall in this age group.

Therefore, it was believed urgently necessary to provide a program that will properly orient the newly blinded individual not so much to adjust to his blindness but to the abilities he has left. Such a program has been successfully carried on by the armed forces in retraining veterans of World War II as well as those of the Korean

conflict. These individuals were put through an intensive period of training to enable them to adjust themselves to the situation rather than to allow them to become discouraged.

After hearing testimony from various individuals throughout the State and Nation, it was the firm belief of the Committee that such a program of orientation would distinctly raise the morale and contribute measurably to the livelihood of the newly blinded individual.

The Oakland Center, and others which may be established, will be administered by the State Department of Education and will be developed to give opportunity for intensive orientation of newly blinded adults in techniques of everyday living, travel, basic pre-vocational skills, and social adaptation. Trainees will be selected on the basis of their potentialities for achieving social and economic independence in the professions, business, industry, or in public service.

The training will be largely on an individual basis under expert guidance and will be given for a period of 3 to 9 months. Such training will be closely integrated with the program of vocational training and placement now carried on by the Bureau of Vocational Rehabilitation.

The establishment of such Orientation Centers will bring California abreast of the most recent and advanced programs directed toward the restoration of blind men and women to productive citizenship. This is in contrast to the earlier practice of keeping a blinded individual entirely in a sheltered situation either at home or in public or private institutions.

California Industries for the Blind

Nearly 350 blind men and women employed during the past fiscal year by the three centers of the California Industries for the Blind have devoted their major employment toward production for the Federal government. Items such as pillowcases, surgical drapes and wrappers, glove wrappers, mops, deck swabs, brooms, and mat-

tresses have been produced for the Armed Forces and the various Federal agencies. As a result of the Wagner-O'Day Act which was passed by Congress several years ago, a Committee for Blind-Made Purchases was centralized in Washington, D. C. This committee establishes the prices which will be charged the Federal government for items secured. The Act further provides that any item needed by the Federal government that appears on the list of blind-made articles must be purchased through a blind shop, providing the item meets the rigid Federal specifications established for the item.

In order to handle this type of business the National Industries for the Blind, a non-profit corporation, was established to facilitate the procurement of items needed by the Federal government from the 52 blind shops throughout the United States. The National Industries for the Blind also assists the various shops in obtaining scarce materials and in general, it acts as the liaison division between the shop and the Federal government. Much of the success of the blind shops throughout the country has been due to the work of the National Industries for the Blind.

Looking Ahead

Looking ahead to the day when government orders may decrease, the State Department of Education recently established a position of State Sales Manager with offices in the Western Merchandise Mart at San Francisco. He is charged with the responsibility of coordinating all the sales outlets, state and national, for the products of the three shops. Several new products have been developed by the State Sales Manager. It is also his responsibility to work with the managers of the various shops in order to encourage effective and economical production and to aid in the distribution of the items that are produced. This should enable the State to employ more blind workers.

Work in the various centers of the California Industries for the Blind is designed, not as charity, but as a means of enabling the blind and partially sighted individual to earn a living, independent of government financial assistance. The goal of self-support, in which all blind individuals have voluntarily removed themselves from blind aid, has not been reached, but progress is being made. With the development of new products, increased production, and higher salaries, it is believed that eventually a large majority of men and women

(Please turn to Page 28)



A BUSY YEAR

ENTHUSIASM and an accelerated program for an active year ahead were the results of the Regional CSTA Officers Training Conferences. The first, held in San Francisco on September 29, had officers from 10 of the 15 teacher-training schools north of Tehachapi; the second, in the southern area on October 6, had representatives from all but one of the schools. A total of 26 Chapters out of 33 participated, with over-all attendance for the two conferences of 111 CSTA members.

Committees for the Year

The following Chapters have been named for Committee service this coming year:

Ethics

Chico State College, Chairman
Whittier College, Vice-Chairman
Los Angeles State College
San Diego State College
University of Redlands
University of San Francisco
La Verne College
College of Holy Names
Occidental College

International Relations

San Jose State College, Chairman
Los Angeles State College, Vice-Chairman
Chico State College
Claremont Graduate School
Mount St. Mary's College
University of California, Santa Barbara College
University of Southern California
San Francisco State College
Whittier College

Public Relations

University of Southern California, Chairman
California College of Arts and Crafts,
Vice-Chairman
Chapman College
Fresno State College
Long Beach State College

State Officers of CSTA — Left to right: Paul G. Longsdon, Jr., Sacramento State College, vice-president; James Pravettoni, University of San Francisco, secretary; Wilbur N. Vroman, University of Redlands, president.



Los Angeles State College
San Jose State College
University of California, Los Angeles
University of California, Berkeley

Teacher Education and Professional Standards

University of California, Berkeley, Chairman
San Diego State College, Vice-Chairman
San Francisco State College
College of the Pacific
San Diego State College
University of California, Los Angeles
Humboldt State College
University of Southern California

Teacher Vocational Guidance

Long Beach State College, Chairman
Fresno State College, Vice-Chairman
George Pepperdine College
Sacramento State College
University of Redlands
Humboldt State College
University of California, Santa Barbara College
Loyola University of Los Angeles
College of the Pacific

Committee Workshops

November 3 — Wheeler Auditorium,
University of California at Berkeley.
November 17 — Founders Hall, University of Southern California, Los Angeles.

Mileage Allotment

The six Sections of California Teachers Association have allocated funds to assist in travel expenses for Chapters traveling any distance. These allowances are very generous to enable as many CSTA members as possible to attend. Be sure to have at least two carloads of your Chapter members present.

These Workshops form the basis for Committee action at the State Council meeting on December 7 and 8 in Los Angeles.

Wilbur N. Vroman
State President

THE WATERS BILL

NOT Endorsed by CTA

BECAUSE of inaccurate newspaper accounts which have been printed in several papers of the state, the following statement is issued by CTA State Executive Secretary Arthur F. Corey concerning the position of California Teachers Association on Assembly Bill 3383, the Waters bill passed by the recent session of the State Legislature:

"The California Teachers Association did not endorse nor speak on behalf of the Waters bill, which extends to private schools of non-collegiate grade the same tax exemptions granted to private institutions of higher learning."

"The CTA has taken no position on the referendum which has postponed operation of the measure pending a vote by the people at the next statewide election."

IF YOU DIE IN SERVICE

DEATH BENEFITS PAID BY STATE TEACHERS RETIREMENT SYSTEM

AN increased death benefit is now payable to any teacher's estate, or to his designated beneficiary, if the teacher dies in service as a member of the Retirement System, and while employed or within four months after employment ceases.

The death benefit, heretofore consisting only of the member's accumulated contributions, now includes also, 1/12 for each completed year of service as a member, not to exceed 6, of the salary which would have been earned during the school year, at the rate of salary at which he was employed immediately preceding death.

In short, every active teacher who has been a member of the retirement system for 6 years possesses the equivalent of a life insurance policy of half his annual current salary.

This is financed by the State without contributions by the individual.

FINAL REPORT of CTA Finance Committee

Receipts and Expenditures for the 1951 NEA Convention

By Oscar Anderson and Arnold Joyal, Co-Chairmen

PRESENTED herewith is the final financial report of funds received and expended by the CTA State Planning Committee for the NEA Convention which was held in San Francisco last July. The money was contributed by local teacher groups in each of the six CTA Sections and was forwarded to the Planning Committee for use at the Convention.

The Finance Committee established suggested quotas for each of the six CTA Sections based upon proportionate membership. The total amount of the quota (\$15,000) was purposely set a little high to assure that it would cover all anticipated expenditures. The quota for each of the six Sections and the amount subscribed are shown in the table. It is to be noted that the total amount subscribed for use at the Convention came very close to the suggested quotas. The amounts subscribed in excess of the quotas are shown in the upper right-hand column in the table.

Money Returned to Sections

The table also lists the various sub-committees and their expenditures, which total \$9,805.18. An additional \$295.36 has been set aside by the Finance Committee as a reserve fund for unpaid bills not yet received. This leaves an excess of revenue of \$4,789.67 to be returned to those CTA Sections that equaled or exceeded their quotas. The plan approved for distributing the surplus is as follows:

1. The amount of excess above the suggested quotas is to be returned to the Sections. These amounts are shown in the first column at the bottom of the table under the heading "Distribution of Surplus."
2. An additional amount, also shown in the table, will be pro-rated to the Sections in proportion to their suggested quotas. The pro-rated amounts will be returned to those Sections that met their suggested quotas; such amounts to be equal to one-fourth of the quotas.
3. The total amounts to be returned to the Sections are shown in the lower right-hand column of the table.

Expenditures shown in the table were substantially less than had been budgeted. This was due principally to the generosity of persons and firms that contributed services and materials at little or no cost. Appreciation has already been expressed by the Committee to these people and organizations.

In closing, the Finance Committee wishes to express thanks to those teachers and Section committee members who assisted in the solicitation and collection of funds for the 1951 NEA Convention. The success of the San Francisco Convention may be attributed in large part to the splendid teamwork of all California teachers.

Final Financial Report on the NEA Convention

QUOTAS

| CTA Section | Suggested Quota | Amount Subscribed | Amount in Excess |
|--------------------|-----------------|-------------------|------------------|
| North Coast..... | \$ 250.00 | \$ 400.00 | \$ 150.00 |
| Central Coast..... | 450.00 | 625.00 | 175.00 |
| Northern..... | 1,200.00 | 1,200.00 | — |
| Central..... | 1,800.00 | 2,298.14 | 498.14 |
| Bay..... | 3,800.00 | 5,891.53 | 2,091.53 |
| Southern..... | 7,500.00 | 4,475.54 | (3,024.46) |
| | \$15,000.00 | \$14,890.21 | \$2,914.67 |

COMMITTEE EXPENDITURES

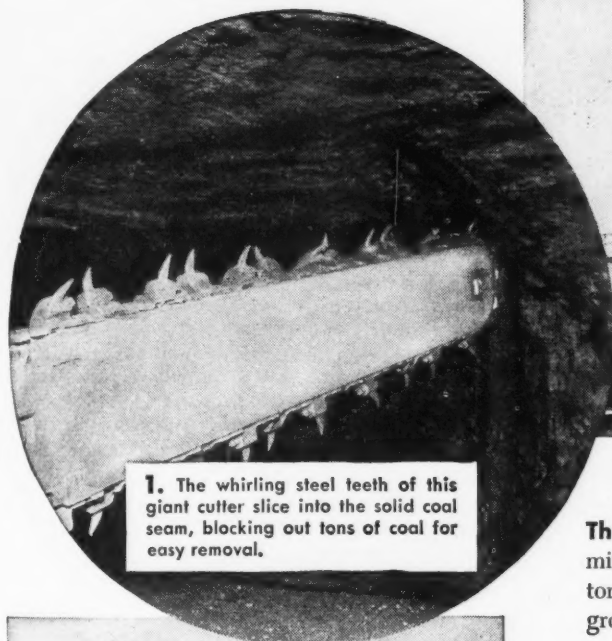
| Convention Committee | Chairmen | Expenditures |
|---|---------------------------|--------------|
| Classroom Teachers Night..... | Marguerite Connolly | \$ 755.68 |
| | Mary Ball | |
| | Louise Gridley | |
| Decorations and Posters..... | Myrtie Gifford..... | 403.59 |
| | Archie Wedemeyer | |
| Friendship Night | Mary Sweeney | 1,696.80 |
| | Genevieve Jordan | |
| Hospitality and Sight Seeing..... | Elizabeth McFeeley | 1,368.10 |
| | Margaret Girdner | |
| Information and Registration..... | Richard Ryall | 46.31 |
| | Alice Hubner | |
| Meeting Places and Ushers..... | Sylvester Kelly | 38.88 |
| | Morris Williams | |
| Publicity..... | Herbert Clish | 345.16 |
| | Vaughn Seidel | |
| State Headquarters..... | Asenath Rutland..... | 299.81 |
| | Lucille Batdorf | |
| General and Specific Office Expense..... | Frank Parr | 4,019.13 |
| Music..... | Charles Dennis..... | 265.00 |
| Travel and Meals for Committee Members..... | Oscar Anderson | 566.72 |
| | | \$9,805.18 |

DISTRIBUTION OF SURPLUS

| CTA Section | Amount of Excess | Pro-Rated Amount | Total |
|---------------------------------|------------------|------------------|-------------|
| North Coast..... | \$ 150.00 | \$ 62.50 | \$ 212.50 |
| Central Coast..... | 175.00 | 112.50 | 287.50 |
| Northern..... | — | 300.00 | 300.00 |
| Central..... | 498.14 | 450.00 | 948.14 |
| Bay..... | 2,091.53 | 950.00 | 3,041.53 |
| Southern..... | — | — | — |
| plus equals | | | |
| Total returned to Sections..... | | | \$ 4,789.67 |
| Total expenditures..... | | | 9,805.18 |
| Reserve for unpaid bills..... | | | 295.36 |
| Total subscribed..... | | | \$14,890.21 |

THE TRUE STORY OF COAL

Here's how America's coal is mined



1. The whirling steel teeth of this giant cutter slice into the solid coal seam, blocking out tons of coal for easy removal.



2. Huge shovels like this, some of them ten stories high, uncover near-surface coal—taking up in one bite enough earth and rock to fill an ordinary room.



3. Raw coal is washed, sized, graded, and treated in this modern preparation plant to give increased efficiency and greater value.

The days of the pick and shovel are gone from America's coal mines. Today's coal miner is actually a highly-skilled machine operator—working in an efficient "factory," both aboveground and underground.

Coal mining has become almost entirely mechanized. High-speed machines cut and drill the coal. Loading machines scoop it up. Huge rubber-tired shuttle cars carry it away to fast-moving conveyor belts which lift the coal to the surface preparation plant.

This modern way of mining coal has made coal mining not only safer, but far more productive. The output per-man-day of the American miner has risen 32% since 1939—one of the greatest efficiency gains in American industry. Hundreds of millions of dollars are invested each year in modern machinery, new mine properties, and preparation plants. The result is that America's coal industry is economically and dependably meeting the nation's huge demands for coal.

Right now, and for the future, America can count on coal!



Bituminous Coal Institute, Educational Dept.
Southern Building, Washington 5, D. C.

Please send me your EDUCATIONAL KIT containing free teaching aids on bituminous coal. This packet includes special materials for the teacher, with specimen copies of items available for classroom distribution, including the new illustrated booklet, "The Bituminous Coal Story," and the latest U.S.A. Coal Map.

(PLEASE PRINT)

Name _____
Street _____
City _____ Zone _____ State _____
Position _____

BITUMINOUS COAL
BITUMINOUS COAL INSTITUTE

A DEPARTMENT OF NATIONAL COAL ASSOCIATION
Washington, D. C.

NEW BOOKS AND AUDIO-VISUAL AIDS

Synchronized Swimming, by Yates and Anderson, an illustrated book of 160 pages, large format, shows how synchronized swimming strokes, stunts and patterns may be used for beginning and advanced swimmers as a teaching tool for classes at any level of ability and for demonstrations, pageants and competitions. The material is usable for large or small groups and for boys and girls of all ages and abilities; price \$4. Published by A. S. Barnes and Company, 232 Madison Avenue, New York 16.

A Treasury of Hero Stories, by Strong and Leonard, is a beautiful and inspiring book of 37 stories in simple language and large type, for boys and girls, ages 8-13. Each story has a full-page illustration. This is another attractive volume in the charming Treasury Series, issued by Hart Publishing Company, 101 West 55th Street, New York 19; price \$2.50.

The Camp Counselor, by Benson and Goldberg, with 6 other authors, is one of the McGraw-Hill series in health education, physical education, and recreation. This illustrated book of 345 pages is unique as the first one to be written from the viewpoint of the camp counselors responsibilities and opportunities in promoting physical, mental, emotional and social well-being of campers; price \$4.50. Address McGraw-Hill at 5927 El Mio Drive, Los Angeles 42.

FOUR IMPORTANT FILMS

These films are 16 mm sound, black-and-white, "classroom-tested," and may be obtained from local distributors. For those you are unable to locate, write to this magazine and your letter will be forwarded to the producer.

The Fox and the Rooster (10 min., Encyclopaedia Britannica Films).

Farm and forest animals enact a modern version of the old Aesop theme, introducing additional animals and providing children a good reason and background for reading. The marvel and enjoyment of watching live animals act is not for youngsters alone; as we saw in the popular reception of similar films: *The Hare and the Tortoise* and *Adventures of Bunny Rabbit*.

Right or Wrong (Making Moral Decisions) (10 min.; color also; Coronet Films).

Posing a number of moral issues through picturing a realistic situation which involves vandalism, "squealing," "covering" for wrongdoing, the film develops a feeling-thinking situation in the audience. Reconsideration of moral standards follows. Youth seeing the film must think what is right or wrong, and why, thereby gaining experience in facing problems with responsibility for his own decisions.

Sewing: Fitting a Pattern (10 min.; Young America Films).

Shows how to control the difference between a garment which almost fits and one which fits well; demonstrates where and how to measure and record your own dimensions, what allowances and alterations to make, and where and how; opening a sewing-bag-

full-of-tricks to keep the basic line of a general design while custom-tailoring an individualized dress. Others in this set: *Pattern Interpretation*; *Handling Materials*; *Simple Seams*; *Advanced Seams*.

Abraham Lincoln (16 min.; color also; Coronet Films).

Handles well a difficult assignment; to make real and life-sized the heroic traditions of one of history's great men. To do this the film uses words he said or wrote (the Gettysburg address is given a good reading); shows the books he read as a lad (Bible, Aesop, Life of Washington); sketches what he did and where he lived; and suggests what the country was like during the "Lincoln years" with shots of original sites and restorations at such places as New Salem Village and Springfield, Illinois, or along the Mississippi, or by miniature settings of authentic dioramas. In addition to the Lincoln story, the film shows interesting approaches to the first hand study of history and a way to develop a biography. Will be a good assembly film as well as for classroom use.

Introduction to Esperanto, by H. E. Dillinger of Placerville, is printed by the Old Hangtown Press there and published and sold by Dillinger's, Placerville; price \$2. This admirable paper-bound book of 112 pages comprises 36 chapters and 3 helpful tables. It is a useful and practical introductory text for anyone who desires to become acquainted with a world language. Mr. Dillinger is a Senator in the California Legislature representing the 9th Senatorial District, — Amador, El Dorado Counties; he is a member of 5 important Senatorial Committees.

Graphic Expression for Elementary School Teachers is a highly commendable, profusely illustrated brochure of 34 pages, on the teaching and utilization of drawing for educational purposes, by Lloyd Bruce McIntyre, 548 South Reese Place, Burbank. This practical booklet is a revised edition of his earlier "Elementary Drawing for Elementary School Children." Mr. McIntyre for 12 years was drawing at the Walt Disney Studios (except two years in the service). In September, 1949, he resigned to return to school, Education major in Junior standing at Occidental College. Price \$1; write to the author at the above address.

The new 1951-52 edition of the **Annotated List of Books for Supplementary Reading** (Kg-Grade 9) has been published by the Children's Reading Service and is offered without charge to any school teacher, librarian or principal who requests it.

This new 96-page catalog, edited by Dorothy Kay Cadwallader, presents a carefully chosen list of 1,000 children's books from over 40 publishers, arranged by topics and school grade levels. A special section is devoted to books suitable for remedial reading.

Exhibits of books from the catalog are available either for display to parents or at the time school library material is selected. Library books of all publishers may be secured at regular discounts from the Children's Reading Service, enabling schools and libraries to combine into one order the books of many publishers.

Copies of the new catalog and details about book exhibits may be obtained from Children's Reading Service, 106 Beekman Street, New York 38, N. Y.

TALKING TIME

A new book by Louise Binder Scott and J. J. Thompson. Webster Publishing Company, St. Louis; California Office at 23 West Lemon Avenue, Arcadia.

TWO public school speech therapists working in elementary schools in California, have written a non-technical book on speech correction primarily for the use of classroom teachers who work with children from kindergarten through the third grade.

Hardly a bare hint of theory is suggested, but the practical and usable devices and techniques continually reflect the authors' wide background of scholarship and practice in speech therapy.

Modern elementary education emphasizes the recognition of the whole child. Speech education and speech rehabilitation have been conspicuously absent in the area of curriculum building. Teachers in the primary grades, when exposed to an organized presentation of speech education and rehabilitation integrated with the other aspects of the school program, are aware of the need, possibilities, and challenge offered by the speech area of the language arts.

Public school therapists have had a scant supply of accessible published materials to offer the deluge of requests from these classroom teachers for "something I can use with the children." Miss Scott and Mr. Thompson have succeeded in supplying the wants and needs of the primary teachers in their school systems . . . and now have made these materials available to other teachers and therapists. All of the material has been tried, tested, and proved useful by the children of the San Marino and Pasadena Schools.

This book (245 pages; price \$2.40) provides interesting drill on all of the consonant sounds through group as well as individual participation. In addition to rhymes and jingles, there are many charming stories and a wealth of relaxation devices. Unique in a book of this type is the section describing how to make the visual aids to accompany the stories and games.

Speech therapists who work with children will find the book filled with new and charming ideas that will save many hours of searching for new aids for motivation during the clinic or speech improvement periods. It will be a useful addition to the professional library of the speech therapists who works with young children.

—Review by Miss Frances C. Hunter,
Speech Development Teacher,
Garvey School District,
Los Angeles County.

The Central Scientific Company of Chicago has issued an interesting and instructive publication called "Cenco News Chats 72" containing articles about progress in research laboratories, the American Concrete Institute, a biographical sketch of "the father of modern reinforced concrete," Arthur Newall Talbot, and instrument developments for laboratories.

The Cenco-Lyle phase demonstrator, a classroom projection meter for reading amperes and volts, a new student molecular model set and an alpha ray apparatus are among the instruments described. Request Cenco News Chats 72, Central Scientific Company, 1700 Irving Park Road, Chicago 13, Illinois.

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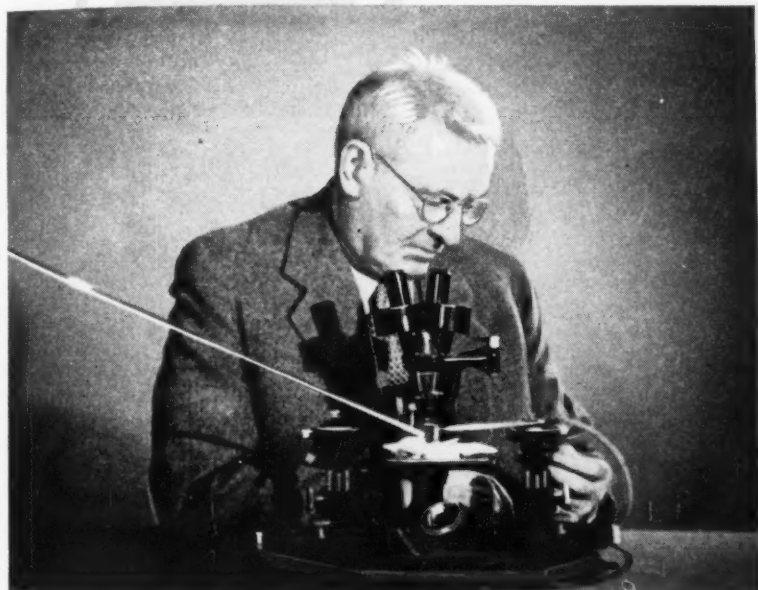


From
GREEK CHILDREN



From
THOMAS JEFFERSON

Anton J. Carlson, Ph. D., University of Chicago, world famed physiologist and an E.B. collaborator, adjusts a microscope in a scene from the motion picture *Work of the Kidneys*.



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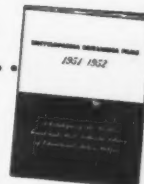
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MUSICAL PORTRAITS OF FAMOUS AMERICANS

Week of November 5
George M. Cohan

Week of November 12
Thomas Alva Edison

Week of November 26
James Fenimore Cooper

Week of December 3
Lowell Mason

Week of December 10
Ralph Waldo Emerson

Week of December 17
Stephen Foster

TEACHER'S MANUAL—FREE

Available to teachers or leaders of listening groups. Request Cards were sent to principals of Western schools. For additional Request Cards write to Standard School Broadcast, 225 Bush St., San Francisco 20, California.



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NEWS FROM THE FIELD

CTA LOCAL CLUB CHAPTERS

Two hundred and forty-two teachers clubs are now affiliated Chapters of California Teachers Association, under charters issued by the CTA State Board of Directors.

The Board has recently issued the following charter. Listings of previously-chartered Chapters were published in former issues of this magazine.

242. East San Joaquin County Teachers Association.

SOUTHERN SECTION PRESIDENT 1951-52

J. Stanley Brode

AFTER twenty-eight years of teaching experience which includes some administration, Mr. J. Stanley Brode, as president of CTA Southern Section, projects into Association work an eagerness for CTA achievement.

Active teacher participation, he believes, aids in determining educational policies and personnel, including their tenure. A balanced curriculum for child development



J. Stanley Brode

may be achieved, according to his philosophy, through cooperation between teachers, administrations, trustees, patrons, and the Legislature.

His background in science, including a bachelor of science from Whitman College, Walla Walla, Washington; master of science, University of Washington; work at the Marine Biological Station at Friday Harbor and at the University of California Museum of Vertebrate Zoology, Berkeley, has lent educational dynamics to his service as a member of the Advisory Board, Southern



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California Academy of Science. Mr. Brode is now teaching life science in the Santa Monica City College.

Experience as a ranger, naturalist, and scout counselor, and his work in Boy Scout camping may have contributed to the fact that the honorary degree of Silver Beaver was bestowed upon him. This is a degree which he did not earn, says Mr. Brode, after 20 years of scouting. As First Aid Committee chapter chairman for the American Red Cross, Mr. Brode taught more than 3000 hours of first aid.

"Professionalization of teaching at the teaching level" represents his professional philosophy. His organization work includes WOTP, NEA, CTA, Santa Monica CTA, Natural Science Teachers Association, American Association for Advancement of Science, Phi Delta Kappa, Phi Sigma, and others.

SOUTHERN SECTION NEWS

CALIFORNIA Teachers Association, Southern Section, is now on the air every Friday at 8 p.m. on Los Angeles station KGFI (1230 on the radio dial) and every Wednesday at 9 p.m. on KGER (1390) in a new educational public service program, "Report Card," designed to inform the public about their schools. The program is produced under the auspices of the Southern Section in cooperation with Southern California schools. Teachers, administrators and students will participate in the weekly 15-minute program which will reveal "what is right with the schools."

A new educational public service program, designed to teach youngsters how to make things and use their leisure time at home, "Playcrafter's Club," is being televised Monday through Friday at 5 p.m. on KTLA. Under the auspices of the Southern Section, the 30-minute-long program is being shown in cooperation with the public schools and city and county recreation departments.

Lessons in woodwork, newspaper weaving, puppetry, painting, leathercraft, pottery, raffia, gardening, clay modeling and associated arts and crafts are presented by teachers from the Los Angeles City Department of Recreation and Parks; Los Angeles County Department of Parks and Recreation; Burbank Recreation Department; Glendale Municipal Recreation Department; and the Los Angeles City Schools Division of Youth Services.

This is the first time in television history that this many educational and recreational agencies have cooperated in a video presentation. Each day, a teacher from one of these groups appears on "Playcrafter's Club" to demonstrate specific arts and crafts.

SCHOOL SAFETY POSTERS

THE 8th National Contest for School Safety Posters is announced by the sponsors, American Automobile Association and affiliated clubs. Deadline is April 1, 1952.

The contest is open to all students, regardless of age or grade, in public, parochial, or private elementary or secondary schools. Most California schools are quite familiar with this important and valuable national contest.

For full details address National Poster Contest Headquarters, Traffic Engineering and Safety Department, American Automobile Association, Pennsylvania Avenue at 17th Street, NW, Washington 6, DC. All entries also go to this address.

The addresses of the California State

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WITH THIS new RCA projector, you can actually thread the film in only 30 seconds. Thread it while you're lecturing. Thread it in the dark. Even a child can thread it. It's that simple.

Every operation easier with RCA "400"

Here is a 16mm sound projector so easy to use that a 12-year-old child can be the projectionist. So simple you can set it up with pictures and sound on the screen in only 2 minutes.

Easy to pack up, too. Takes only 3 minutes to pack up the Junior model. And easy to carry. Single-case Junior weighs only 33½ lbs. Women appreciate its narrow case, rounded corners, proper balance.

In competitive tests, RCA "400's" win out

In a single purchase, Pennsylvania schools bought 572 RCA "400's". Baltimore schools bought 156. Washington, D.C., schools bought 81. Already many thousands of RCA "400's" are in schools . . . making things easier . . . for busy teachers just like you.

Operate it! Convince yourself!

If you use 16mm film in your teaching, you owe it to yourself to find out about this revolutionary easy-to-use projector. The new "Thread-Easy" design is the culmination of 23 years of RCA research—research which gives you such outstanding ease of operation, plus a brilliant picture and superb sound.

MAIL COUPON FOR MORE DETAILED INFORMATION

Educational Services, Dept. 133WB
Radio Corporation of America,
Camden, N. J.



Please send me complete information on the RCA "400" Projector.

Name _____
School _____
Street _____
City _____ State _____

Automobile Association and the Automobile Club of Southern California are included in this notice, since all contacts with the schools of California are made through either one or the other of the above named clubs.

The Automobile Club of Southern California is located at Adams and Figueroa Streets, Los Angeles; the California State Automobile Association is at 150 Van Ness Avenue, San Francisco 2.

LONG BEACH WINS RADIO AWARDS

AT the School Broadcast Conference, which held its 14th annual meeting in Chicago last December, awards were presented, as customary, for Education Radio-Utilization.

For pioneering a new field by setting up a practical written program on the use of the school-owned and -operated radio in the classroom, the Blue Ribbon was awarded to Marie A. Yandell, teacher, Burnett Elementary School, Long Beach Public Schools.

One new group of awards for the school-wide use of radio was given to schools in which the entire school personnel—principal, radio chairman and committee, teachers, and students—was involved. The schools cited under this classification had used radio both as an integral part of the classroom program, and had extended that use to serve home and community. Three Long Beach teachers received these awards: Marie A. Yandell, Burnett Elementary School; Harold M. Sprague, Washington Junior High School; Mercedes A. Bacon, Fremont Elementary School.

Congratulations to the Long Beach teachers upon these fine records of accomplishment in an important field.

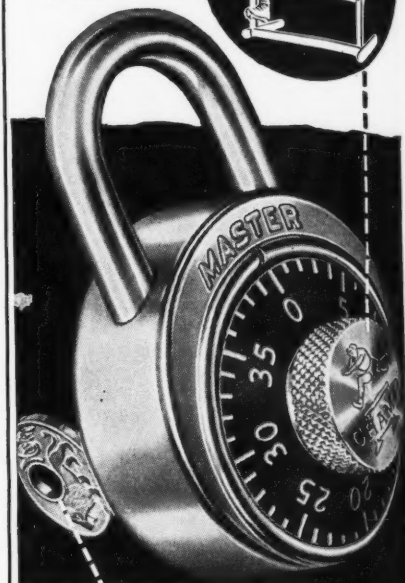
Jack C. Goodwin, principal, Herlong Elementary Schools, Lassen County, is acting superintendent for 12 weeks this fall, during the absence of Superintendent H. Lawson Smith, who is continuing study at Stanford. Congratulations to the Herlong Elementary School District upon completion, in cooperation with federal and state authorities, of plans for a fine new 10-room primary school building.

Western Training Center, Federal Civil Defense Administration, recently established at the St. Mary's College in Contra Costa County, greeted its first class on October 8. It is the only training school of its kind in the West and is one of three in the entire United States. Dr. John R. Nichols is the director of the Center which services the 11 Western states. The course covers the organization and function of civil defense, personal defense, basic atomic defense, defense against other forms of attack, fire fighting, rescue work, and training methods and practices. Emphasis is placed on demonstrations and learning by doing.

R. J. Mullins, veteran executive secretary of the New Mexico Education Association at Santa Fe, retired September 1 and is devoting himself to research work for the Association; J. P. Steiner, former associate secretary, has become the executive secretary. Mr. Mullins became nationally known in the field of education and the New Mexico Education Association made substantial advances under his leadership.

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Administrative Changes in California Schools: 1951-52

By Mrs. Mabel B. Taylor, San Francisco

District Superintendents

Paul B. Reall is district superintendent of Lone Star union elementary in Fresno County. J. Randal Patterson is district superintendent and principal of the Crescent Elk elementary at Crescent City. He was formerly district superintendent and principal of Kelseyville elementary school.

High School Principals

Stanley J. Balfrey was promoted from vice-principal to principal of Yreka high school. Wayne N. Booth is principal of Sanger high school.

Elementary Principals

New elementary principals in Fresno County are Mrs. June Erickson, Barstow; Dewey E. Jones, Bender; Frank Attardo, Biola; Richard G. Kisling, Bowles; Gustav H. Olson, Canal; Jacob E. Neufeld, Clay Joint; Joseph E. Lewis, Conejo; A. Delbert Anderson, Empire; Mrs. Hazel Sherwood, Fort Washington-Lincoln Union; Herman E. Starr, Frankwood; High Miles, Friant Union; C. Harold Jenkins, Iowa; William Carder, Mendota Union; George Doyle, Jr., Mount Olive; Mrs. Irene Mette, Navelencia; Freda Berg, Oleander; Ray Sturgill, Pinedale; John Turner, Pine Ridge; A. L. Conner, Raisin City; Joseph N. Muldown, Riverview Union; John J. Smith, Selma-Jefferson school; Edward C. Deutschman, Temperance-Kutner Union; Pauline Holmberg, University Colony; Byrum S. Johnson, Walters.

In Merced, Gerald Clark will assume duties of teaching principal at Charles Wright school, and J. L. Daniel will be supervising principal of John Muir school. Both formerly taught in Merced elementary schools.

Richard L. Davis, formerly an administrative assistant in the Richmond elementary schools, is now principal of Truckee elementary school in Tahoe-Truckee unified school district.

Curtis O. Blose is principal of Allendale elementary school, and Len Breman principal of Maxwell Park elementary in Oakland city schools.

Miscellaneous

Alfred H. Glantz is school building consultant for San Mateo county schools.

Frank Van Vliet of East Bakersfield has been named principal of Placer Evening College in Auburn.

Gregory Darck is assistant business manager of San Leandro elementary schools.

Elwood B. Lang was promoted to newly created position of supervisor "A" of health, physical education and athletics in San Francisco city schools. He was formerly a teacher at James Denman junior high school.

INDUSTRIAL TEACHERS ACTIVE

A NUMBER of major activities are being carried on during the year 1951-52 by the California Industrial Education Association.

The chartering of all local chapters is scheduled for completion. A chartering committee has been at work on this project for two years and is now in the process of issuing printed charters to each local group as it meets requirements. The chartering will designate a given geographical area for each local chapter.

A Handbook for the CIEA is being written for the purpose of giving statewide unity to the organization. Details of operating a meeting, duties and responsibilities of officers, relationships with other professional educational organizations, are only a few of the topics to be covered.

A History Committee is at work compiling a history of the CIEA. This history will be included in the Handbook.

A Ritual Committee is developing ceremonies for,—1. the induction of new members; 2. the opening of a meeting; and 3. the closing of a meeting. These rituals



What gives Johnny's clubhouse its real distinction?

Johnny's been building his clubhouse all afternoon with the care of the true artisan. But it's not the rugged design or the exclusive guest list that makes his club unusual. The distinctive thing about Johnny's club is—it's just about the only kind of building that can be put up without the help of the railroads!

For example, it took a lot of lumber to build the new ranch-type house that Johnny's father bought last year. The lumber came from trees in the deep forests of the Northwest... and it was the railroads that hauled the logs to the sawmill and carried the finished boards from there to the lumber yard. And the cement that was used in Dad's new house? Why, last year the railroads carried more than 26 million tons in over 560,000 freight cars!

Yes, from rafters to cement foundation, almost everything that was needed

to build Johnny's father's house, and all the other houses that are needed by our expanding population, was carried by the nation's railroads. Almost everything that equips and furnishes them moves by rail, too—furniture and refrigerators—vacuum cleaners and chinaware—bathroom fixtures and furnaces!

Every day the railroads haul for each man, woman and child in the U. S. freight equivalent to moving more than 10 tons one mile—as they continue to provide the *low-cost, dependable, all-season* transportation upon which the American economy depends.

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SPANISH IN THE GRADES



Be sure to get from your library and read the fine, timely article, *Gift of Tongues*, by Dr. Elton Hocking, head of Spanish Department, Purdue University. Published in NEA JOURNAL, April, 1950. Or write to us for a reprint.

Teachers of elementary Spanish may secure *helpful books* for their pupils and thus take advantage of the visual aid (37 per cent, according to Weber) which goes with the printed page, and with scientific and interesting presentation and review of high-frequency words.

The need for elementary Spanish is greater than ever. Relatively easy to teach, many California schools are successfully meeting this need. If not yet introduced in your classes, why not consider the matter at your next Faculty meeting?

From Mrs. Thelma H. Lewis, Grade and High School Instructor of Spanish, Canfield, Ohio:

"I have just examined a copy of *MI LIBRO ESPAÑOL, Libro Uno*.

"This book is certainly the answer to the question I have been asking all book representatives, 'Where can I obtain material for elementary school Spanish?'"

Besides the Mireles elementary Spanish books for the grades, we publish the helpful *Elementary Spanish Dictionary*, by Dr. E. R. Sims, of the University of Texas. Presents, in large type, the words of the Buchanan common word list, plus over 10,000 of the commonest derived verb forms (in no other dictionary), and brief stories of the 21 Pan-American republics with exercises; also English-Spanish common word list. "A friend in need—" for students of Spanish.

Another timely book—in English—*Away We Go To Mexico*, just published. A supplementary primer for regular class use; controlled 117-word vocabulary; attractively illustrated. Tells of an interesting visit of two American children to Mexico.

The Mireles Elementary Spanish Series (state adopted in Texas, New Mexico, and Louisiana) for Elementary and Junior High. List prices:

Libro Uno, 96c; Libro Dos, \$1.00; Libro Tres, \$1.04.

Sims' Elementary Spanish Dictionary, \$1.96.

Away We Go To Mexico, \$1.48.

Special combination offer (wholesale): The five books postpaid for \$5.00.

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will be included in the Handbook and become a part of organizational procedures.

A training session for local chapter officers will be held during the meetings of the state executive committee in the fall and in the spring.

The year's activities will be tied together at the annual CIEA convention to be held October 4 and 5, 1952, in Oakland. — Joseph C. Bellenger, Oakland.

Dean James M. Malloch, the President of the Fresno City Board of Education, recently declared that California State Colleges have made a serious mistake in dropping foreign language as a graduation requirement. In a talk at the opening assembly of the junior college students, he urged them to study languages despite their removal as a required subject.

AT THUNDERBIRD FIELD

AMERICAN Institute for Foreign Trade this year held its first summer session at Thunderbird Field at Phoenix, Arizona. Helen L. Burr, instructor of Spanish, South Pasadena-San Marino High School, attended the 6-week course in Spanish and has written an enthusiastic account of the excellent teaching methods and practical outcomes. Films in foreign languages augment the intensive classroom work in Spanish, Portuguese, and French. She stated that each of the 75 or more students claimed that he had the best teacher.

The Institute was founded in 1946 by the late Lieutenant General Barton K. Yount, wartime commanding general of the Armed Air Forces Training Command. More than 300 of the Institute's 1100 graduates are already stationed in nearly 50 different foreign countries.

Courses in phonetic study and teaching methods are to be added to the 1952 summer session.



Students See Foreign Language Films

mer session. This small but important school, an immediate neighbor of California, is making a favorable impact on world affairs. For summer school bulletin, address the Institute at Thunderbird Field.

PSTO Institute and Brunch

Again we approach the time when we look forward to the annual institute program for Probationary and Substitute Teachers. The important topic of school counseling will be the theme, and it will be presented in a most interesting manner by a panel of four speakers. Dwight E. Lyons, superintendent of child welfare, will be the

moderator of the symposium which consists of three other speakers — Dr. Louise Seyler, assistant superintendent of the Central District, Mary Elizabeth Kenealy, supervisor of counseling in high school, and Muriel Sheldon, supervisor of counseling in junior high school.

Chairman of the program will be Mrs. Bessie Arthur, who is the regular social chairman.

Elinita Lindi, a young lady who has studied voice in America and Europe, will sing some beautiful numbers.

This meeting, which carries with it one institute credit, will be held at the Friday Morning Club on November 17. Tickets are \$2; the brunch begins at 10 a.m. — Charlotte Reed, Brooklyn Avenue School, Los Angeles.

California Association of Distributive Educators is planning to hold its annual statewide conference at San Diego during December 1951. The officers are Rex Gorton of San Diego, president; Richard Helm of Fresno, vice-president; Molly Kellogg of Whittier, secretary. Willis M. Kenealy, regional supervisor, Distributive Education, is the official state representative.

Under direction of Dr. William Blackler, chief of the bureau of Business Education, California State Department of Education, an advisory committee to the Bureau of Business Education has been appointed on distributive education. This is the first time in the history of distributive education anywhere in United States that such an advisory committee has been formed. It has met twice during the year 1951 to discuss ways and means whereby the program of distributive education may be improved. — Rex Gorton, San Diego, secretary, California Business Education Association, and president, California Association of Distributive Educators.

California Elementary School Administrators Association, Northern Section comprises 21 of the northern counties from Calaveras-Sacramento to Siskiyou-Modoc. The list covers 650 elementary administrators and officials.

Officers and directors are: President, Harold R. Douglass, principal, Beamer Elementary and Primary Schools, Woodland; Vice-President, Harry Burcell, vice-principal, Loomis Elementary; Secretary, William Manning, superintendent, Orangeville Union Elementary, Sacramento; Treasurer, T. L. Whitehead, principal, Capay Union; Directors, — Bert Chappell, principal, David Lubin Elementary School, Sacramento City, and also 2nd state vice-president CESAA; Al Sesserago, principal, William Land Elementary School Sacramento, and immediate past president Northern Section; Richard Brown, principal and superintendent, Loomis Elementary School.

— By H. R. Douglass, President Northern Section CESAA.

Good Discipline — What Is It? by John H. French, boys adviser, Beverly Hills High School, is an excellent statement recently appearing in the Superintendents Bulletin for the unified school district. It is too long for reproduction here, but we present the following excerpt: "Well-rested nerves, a well-prepared lesson, and a well-planned classroom procedure on the part of the teacher are the important contributions that a teacher can make to good discipline. Students soon sense when a teacher is irritable, poorly-prepared, or poorly-organized, and it is then that the fidgeting begins. Starting the class 'on time' conveys to the student a sense of good order."

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This charming S.V.E. color filmstrip gives your students a heart-warming introduction to Scrooge, Bob Cratchit and Tiny Tim. The characters come to life in the illustrations by Carlos Lopez, while Margaret Bradfield's adaptation preserves the appeal of the story for all ages.

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Real facts about Christmas customs make a fascinating story for the intermediate grades in this filmstrip. Children will long remember the delightful illustrations of the origin of Santa Claus and how he came to this country.

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CTA



Education of the Blind

(Continued from Page 16)

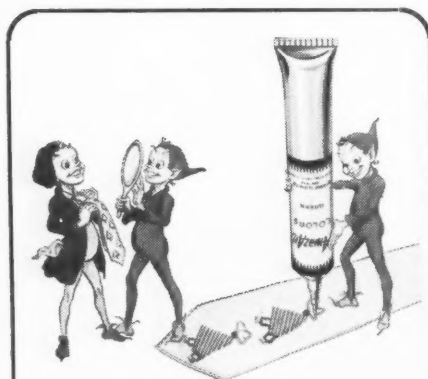
employed in the blind shops of the State will cease to be on blind aid.

As a means of informing commercial trade channels concerning the items manufactured by the California Industries for the Blind, a commercial type catalog of building maintenance supplies was recently developed. This catalog compares favorably with those published by many of the old line building maintenance and janitorial supply houses. Much favorable response to the development of this catalog has been received and a new

one is now in the process of organization.

The California School for the Blind is located in Berkeley adjacent to the property of the California School for the Deaf. Under the current program at the California School for the Blind, students of high school age are being placed in the various high schools in their own locality and are being counseled by professional people attached to the California School for the Blind.

It is felt that better adjustments to community living are secured by placing these students in their own areas.



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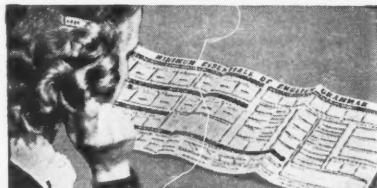
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Dept. 272 Bushnell Bldg., Pasadena 1, Calif.

This program will enable the School for the Blind to take care of additional children who will be entering school for the first time this year. There has been some increase in the number of blind children who reach school age and is not necessarily due to more children becoming blind. It can perhaps best be explained by the decreased mortality attributable to advances in the medical profession which have saved the lives of many children who were born prematurely and frequently blind at birth. It is hoped that in the not too distant future medical science will be able to eliminate the causes of blindness in prematurely born babies.

NELSON JUVENILES

With a West Coast Setting

CAPTAIN PEGGY

OF THE "MAMIE-L" . . . \$2.50

By Helen Dickson

Illustrated by Marion Merrill

The engrossing story of Peggy and her quest for education in order that she may become a nurse on a Pacific Coast hospital ship. Full of adventure and warm family feeling. (9-12)

SIERRA SALLY:

The story of a Palomino pony \$2.00

By Eleanor Hoffmann

Illustrated by Louis Lundeen



Sally was a cow-pony who hated cows! She wanted to be an adventurer, and that is just what she became. The story of her adventures as a mountain ranger in the high Sierras makes vividly exciting reading. (9-12)

CHERRIES ARE RIPE . . . \$2.50

By Dickson Reynolds

Illustrated by Dorothy Bayley Morse

The story of a gay and happy summer as the warm, affectionate Poppy family travel in their trailer from orchard to orchard in Okanagan Valley picking cherries and making friends. (8-12)

THE FIRE PATROL . . . \$2.00

By Dickson Reynolds

In a very short while after accepting jobs as fire spotters Barry and his friend, Bruce, are involved in an episode that begins casually and ends in one of the worst forest fires in the Northwest. Barry wins his spurs as a Junior Fire Warden and demonstrates his heroism in the face of danger. There is a fine feeling for the forest here and excellent portrayal of wild life. (12-16)

THOMAS NELSON & SONS

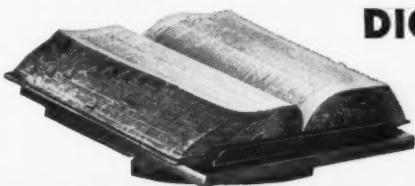
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1. GAYLORD DICTIONARY STAND

Made of quarter sawed white oak in light or dark finish. Sloping top holds dictionary at convenient reading angle — two shelves (middle shelf adjustable) for encyclopedias and other reference books. Height, rear: 44" — front: 41". Width of top: 21" — depth: 15".



Immediate shipment on either item.
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2. GAYLORD REVOLVING DICTIONARY HOLDER

Revolves on its own base. Consultation is easy from any side. Felt pad on base protects surface on which holder rests. Made of white oak in light or dark finish. Size of top is 21" x 12⁷/₈".



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by Greyhound because it's
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TRAVEL
FOR A LOT LESS
MONEY!

GREYHOUND



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I go Greyhound to see things, meet people, really enjoy my trip."



"Who, me?"
I like the low fares—especially with holiday expenses ahead."



"Who, me?"
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FREE! Greyhound's Travel Display in Natural Colors

Mail coupon to Greyhound Information Center, Box 815, Chicago 90, Ill. for the wall display, "See All the World — Here in America."

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Convenient, New ORDER BOOK for Secondary School Science, Physics, Chemistry and Biology

A new 32-page combination Order Book, Catalog and Inventory Form—alphabetically arranged and divided into four classifications—listing laboratory apparatus and supplies has just been issued by Central Scientific Co.

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for your copy.
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CONGRATULATIONS to LEMON GROVE DISTRICT SCHOOLS, Lemon Grove, San Diego County, upon the 100% enrolment of its teachers, since 1948-49, in the NEA, state, county, and local organizations. Add Lemon Grove District Schools to the NEA Honor Roll, published in the October issue of this magazine.

"ON-THE-JOB" LIABILITY INSURANCE

The special "On-the-Job" Liability Insurance policy, arranged by the Bay and Southern Sections of California Teachers Association, is now available Statewide to members of CTA at a new low rate.

Any teacher may apply for this broad coverage by mailing the following to either:

CTA (Bay Section), 693 Sutter Street, San Francisco 2, California, or CTA (Southern Section), 612 South Figueroa Street, Los Angeles 17, California.

NAME.....

Residence Address.....Zone.....

Position and School.....

CTA Membership Number.....

Check payable to CHARLES, RYAN & RIVERS, INC., for:

\$2.80 for 1 yr.....or \$7.00 for 3 yrs.....

In Memoriam

Andrew Newton Keeler

ANDREW NEWTON KEELER, age 80, who served 15 years as principal, Paradise Elementary School, Butte County, and additional years as a teacher, died recently. Born in Illinois, he moved with his family to Kansas in 1879, attended the State Normal School and University and was graduated in 1900. He came west to Paradise in 1925. Mr. Keeler was widely and favorably known as a school man and good citizen.

Robert L. Sharp

ROBERT L. SHARP, age 44, for the past 5 years principal and district superintendent of Linden High School, San Joaquin County, died suddenly in May in a Berkeley hospital while attending a council meeting of California Association of Secondary School Administrators. Before going to Linden he had been high school principal at Covelo and high school music instructor at Ukiah. He was graduated from San Jose State College in 1935.

Before his death he had requested that a fund be established at San Jose State College to aid worthy students. Recently a check for over \$1000 was presented to Dean James DeVoss there, establishing the Robert L. Sharp Student Loan Fund. It was presented by Robert Sharp, Jr., in the presence of his mother, classmates and friends of his father.

Mr. Sharp was a Shriner (Ben Ali, Sacramento) and a member of the Commonwealth Club of San Francisco and had done graduate work at Stanford.

See Them TUMBLING

(Continued from Page 11)

future attempts; whereas, past successes spur him on to future victory. Thus we avoid frustrations. If you practice a little of every stunt at once, without perfecting one at a time, you end up with nothing fully accomplished.

Advance carefully, choosing a less difficult stunt at the start, having fully accomplished the task behind. The class will feel a sense of fulfillment. Make a point of telling them: "We have accomplished this stunt; let us now learn another one."

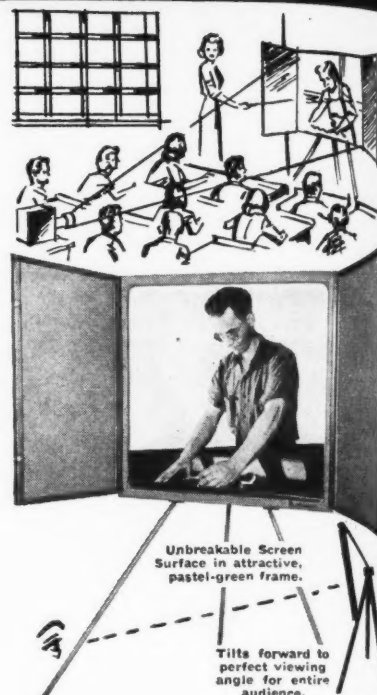
The "Airplane," originated by a Franklin School child, is a fine exercise of balance and poise, strengthening the leg muscles. As you progress, tell the children what a certain exercise will do for them, saying: "This stunt will strengthen your legs" and "This exercise will give you a straight back."

Let children also participate in being the leader or caller. Here the children slow in speech will respond quickly if chosen to give commands to the group. If the teacher so desires, after the stunts are learned with the music, no caller of directions is needed.

Even if a child persists and continues to make awkward movements, the teacher can stimulate him with a desire to excel by making him feel important. He will persevere and end up in becoming an expert.

Stunts accomplished with success in the kindergarten are the Kicking Donkey; Frog Leap; Jumping Jack; Bear; Head and Toe Touch; Crab; Forward and Backward Roll; Shoulder Rest; Tripod; Frog Stand; and Head Stand.

The New Radiant "Classroom" Screen for Daytime Projection



A completely NEW Screen surface designed to give clear, bright pictures in classrooms under daytime conditions. Assures better audience control without sacrificing normal room ventilation during projection. Eliminates the need for expensive room-darkening equipment in most classrooms when used as directed.

40"x40" "Classroom" Screen—only \$41.75
"Classroom" Screen Stand—only \$13.95

SEND COUPON FOR FULL DETAILS.

RADIANT Projection Screens

Radiant Mfg. Corp., 1295 S. Tolman, Chicago 8, Ill.
Send me details on the NEW Radiant "Classroom" Screen, also brochure on the complete Radiant line.

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"It's News to Me"

This Is A Helpful Guide
To New Products

THESE announcements by manufacturers of new products are of professional interest to educators. If you are unable to find these items locally, write to this magazine and your letter will be forwarded to the manufacturer.

Boardmaster Vertical Schedule Control. The schedules are posted on a metal board by typing or writing on cards and anchoring in grooves to form horizontal and vertical columns. Cards are available in six contrasting colors for spotlighting different groups or time periods. Boards are made of aluminum; come in size 24" x 38 1/2"; weigh 9 pounds. They are hung on the wall from 2 small hooks. With a set of 150 card strips, the board is \$49.50 F.O.B. New York.

Silver Spray fire extinguisher is entirely automatic. No one has to be around to make it work; nor does it have to be inspected periodically as do conventional extinguishers. When fire raises the temperature to 160 degrees F., a fuse melts. This permits a coil spring to crash a glass grenade filled with a pure form of carbon tetrachloride. The fluid sprays out, expands almost instantly into a fog and is drawn directly to the danger area by the draft caused by the fire. Because of the chemical properties of the fog, it cuts off the oxygen and smothers the fire. The manufacturer has a brochure which lists 51 schools from which certified letters have been received telling how fires were put out and even prevented by these automatic extinguishers. Cost \$11.35.

With the **Star Finder** anyone with a yen to explore the heavens can quickly learn to identify over 180 bright stars and constellations. The Star Finder is a unique application of optical illusion. It projects onto the night sky a chart of any region of the heavens, apparently labeling the stars overhead with their names and the names and shapes of the constellations. With the 30 different charts furnished with the Star Finder, the user progresses down the sky from one constellation to another. Cost—\$2.50.

Projectograph is a self-contained automatic film slide unit. It shows colored or black and white 35mm films on a built-in 108 square inch screen recessed for better illumination. By simply plugging it in, charts, diagrams and pictures can be shown without darkening the room. Weighs only 25 lbs. Model B \$112.50—with remote control \$119.50.

Slidex is a beginners number chart designed to help children understand addition, subtraction and division to 10, also multiplies to 100. Designed by a first grade teacher, consists of a green and white chart on which are printed 10 rows of red and black balls. The 10 balls in each row are covered or exposed by operating easy moving white slides. Made of heavy cardboard 14 1/2" x 11". Complete instructions.

COMING EVENTS

November 1, 2—San Francisco Public Schools; institute and Business Education Day.

November 1-3—NEA National Commission on Safety Education; interim national conference on school transportation. Washington, DC.

November 1-3—California School Supervisors Association, Northern Section; fall meeting. Seigler's Resort, Lower Lake.

November 2, 3—California School Supervisors Association, Bay Section; fall conference. Sonoma Mission Inn.

November 2, 3—Audio-Visual Association of California, Southern Section; regular fall conference. Harbor Junior College, Los Angeles.

November 2, 3—California Industrial Education Association, Executive Council; regular meeting. Fresno.

November 3—CTA Central Coast Section Council; regular meeting. Monterey.

November 3—California Business Education Association; semi-annual meeting of the Board of Directors. CTA Building, San Francisco.

(Please turn to Page 32)

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful

How to Make This Holiday Door Decoration

from an ordinary wire coat hanger

Here is something a whole room could pitch in and make for school. Or, do at home for own front door.

Here's gay, novel Christmas tree which will receive admiring comments whether used at school or home.

To get the most enjoyment for longest time, make this door tree as early in December as possible and keep adding little ornaments. Make or buy them.

Follow these simple directions or use them merely for inspiration.

What You Need: a wire coat hanger; chicken wire 12" x 15"; green string or fine wire; 4 or 5 dz. little Christmas tree boughs from 5" to 13" long; 20 tiny colored ball ornaments; star; tiny novelties such as Santa, deer, bell, etc., 2 1/2 dz. pr. artificial holly berries on wire stems; 3 1/2 yds. 3/8" tinsel, enough 1 3/8" wide red ribbon for bow.



Easy-to-do and fun

- 1 Bend hanger into a Christmas tree shape, using handle as base.
- 2 Cover frame firmly with chicken wire.
- 3 Weave in boughs flatly. Weave top bough straight up and few boughs on slant, to form top shape of tree. Next, weave in two bottom boughs, one on either side to form base gracefully proportioned to height of tree. Weave in remaining boughs from either side, from top to bottom. Keep branches flat, slightly overlapping, symmetrical. Tie firmly.
- 4 Now, trim tree with ornaments, etc. Tie everything on securely.
- 5 Hang up and await admiration.



With all the holiday "stuffing" apt to go on—remember you can help the between meal problem by giving youngsters wholesome, delicious **WRIGLEY'S SPEARMINT GUM**. The long-lasting, lively flavor satisfies without crowding tummies.



Yours . . . for the Asking

This issue contains many coupons that are ready to go to work for you when you drop them into the mail.

A few pertinent offerings are listed in this column, but you will find other excellent material by watching the advertising in every issue.

19. Christmas Folder on Filmstrips and Slides. An illustrated folder which lists 33 filmstrips plus the three film strips mentioned in SVE's current advertising, and 78 slidesets. Society for Visual Education.

20. The Genie Story. A 16-page full-color book in which a Genie shows a schoolboy the part that Coal plays in our daily lives. Bituminous Coal Institute.

21. On the Track. An illustrated leaflet in color listing various free publications, slidefilms, and other supplementary teaching aids for the study of railroad transportation. Items are pictured and described and grade level suggestions are given. Leaflet also contains a request blank. For single-copy distribution to teachers and school administrators. Association of American Railroads.

22. 54-page Catalog, 1951-52, describing nearly 475 films closely integrated with the school curriculum. The new catalog also lists all EBFilms in a special section showing the subject areas in which they may be used. Encyclopaedia Britannica Films.

24. Facts and Figures is a 16-page report showing areas in which revisions and additions have been made to the Richards Topical Encyclopedia since 1945. Gives detailed examples of expanded treatment of subjects as well as summary of all topics covered by revision.

18. How to Prepare for a Career in Science for high school students, suggests subjects to study, developing skills and aptitudes, importance of human relations, opportunities and starting salaries in scientific careers. Simply written, illustrated with drawings, 16-page pamphlet, by Dr. H. B.

ADVERTISEMENTS

| | |
|--|-----------|
| American Seating Company..... | 2nd cover |
| Association of American Railroads..... | 25 |
| Automobile Insurance, CTA..... | 4 |
| Benson & Company, W. S..... | 26 |
| Binney & Smith Company..... | 28 |
| Bituminous Coal Institute..... | 19 |
| Blue Cross Plan..... | 23 |
| Bushnell & Co., D. P..... | 28 |
| CTA Automobile Insurance..... | 4 |
| CTA Health Insurance..... | 23 |
| California Casualty Indemnity Exchange | 4 |
| Central Scientific Company..... | 30 |
| Charles, Ryan & Rivers, Inc..... | 30 |
| Christian Science Monitor..... | 27 |
| Coca-Cola Company, The..... | 3rd cover |
| Encyclopaedia Britannica Films, Inc..... | 21 |
| Gaylord Brothers, Inc..... | 29 |
| Greyhound Lines..... | 29 |
| Health Insurance, CTA..... | 23 |
| Jackson Company, The..... | 28 |
| Master Lock Company..... | 24 |
| National City Bank of New York..... | 22 |
| Nelson & Sons, Thomas..... | 28 |
| Radiant Manufacturing Company..... | 30 |
| Radio Corporation of America..... | 24 |
| Richards Topical Encyclopedia..... | 3 |
| Society for Visual Education..... | 27 |
| Standard Oil Company..... | 4th cover |
| Standard School Broadcast..... | 22 |
| World Book Company..... | 26 |
| Wrigley, Jr. Company, William..... | 31 |

Hass, manager research and development GAF, formerly head of chemistry department, Purdue University. General Aniline & Film Corporation.

23. More Brilliant Projection in a brief, interesting way answers for the projector user such questions as seating arrangement, care of the lenses, what type screen is best, audience capacity, care and handling of audiences, and many others. If you use a projector you will want this booklet. Radiant Manufacturing Corporation.

25. How to Select Binoculars is a 14-page guide that explains facts that are important in judging, appraising or selecting binoculars. D. P. Bushnell & Company.

COMING EVENTS

(Continued from Page 31)

November 3 — Western College Association; fall meeting, celebrating the 100th anniversary of University of Santa Clara. On the Santa Clara Campus.

November 3 — California Agriculture Teachers Association, Southern Section; regular meeting. Anaheim.

November 6 — Election Day.

November 9, 10 — California Junior Statesmen of America; annual convention. Santa Barbara.

November 9-11 — CTA Central Coast Section; annual training conference for leaders. Asilomar.

November 10 — California Agriculture Teachers Association, San Joaquin Section; regular meeting. Fresno.

November 11 — Armistice Day.

November 11-17 — AMERICAN EDUCATION WEEK; national observance.

November 13-15 — CTA Northern Section Conferences on Professional Relations: November 13, Woodland; 14, Grass Valley; 15, Marysville.

November 14, 15 — California Congress of Parents and Teachers, State Board of Managers; regular meeting. Los Angeles.

November 15-17 — California Council of Teacher Education; regular meeting. Asilomar.

November 16, 17 — California Conservation Council; annual meeting and regional conference. San Francisco.

November 17 — CTA Southern Section Council; regular meeting. Los Angeles.

November 21 — California Association of Public School Business Officials, Northern Section; regular meeting. Oakland.

November 22 — Thanksgiving Day.

November 22-24 — National Council for the Social Studies; 31st annual meeting. Detroit.

November 23, 24 — National Council of Geography Teachers; 37th annual meeting. Pittsburgh, Pennsylvania.

November 23, 24 — NEA Department of Classroom Teachers; 6th joint committee conference. Washington, DC.

November 26 - December 1 — American Vocational Association; regular meeting. Minneapolis.

November 27 — CTA Northern Section Council; regular meeting. Orland.

December 1 — CTA Bay Section Council; regular meeting. Laney Trade School, 240 East Tenth Street, Oakland.

December 1 — Continuation Education Association of Northern California; fall conference. Sacramento.

December 3-5 — Association of California County School Superintendents; annual meeting. Sacramento.

December 6-8 — National Institutional Teachers Placement Association; annual meeting. San Francisco.

December 7, 8 — CTA Council of Education; Committee Meetings; Board of Directors, CSTA; semi-annual meeting. Hotel Alexandria, Los Angeles.

December 12, 13 — Committee of Accreditation, State Board of Education; regular meeting. Bakersfield.

December 18 — State Department of Education; Executive Staff Meeting. Sacramento.

December 19 — California Association of Public School Business Officials; Northern Section; regular meeting. Oakland.

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307 North Michigan Avenue
Chicago 1, Illinois

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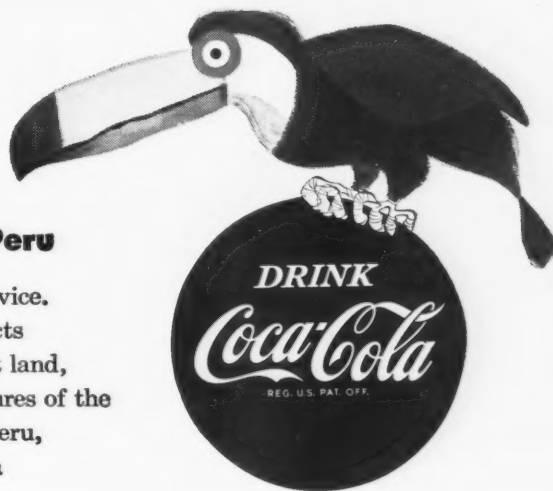
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Servicio relámpago

brings Coca-Cola to the homes of Lima in Peru

Peruvians call it "Servicio relámpago"—lightning service. They refer to the radio telephone communication that directs home delivery of Coca-Cola in Lima. Thus, in an ancient land, modern science helps the people enjoy one of the pleasures of the modern world in their homes as well as everywhere else. In Peru, as around the world, ice-cold Coca-Cola is welcome as a happy moment on the sunny side of every day.



Reprints of the picture in this advertisement, without the advertising text, for use in your classroom will be sent free upon request. Address: The Coca-Cola Company, Atlanta, Georgia.



"Honestly, now—aren't gasoline prices too high?"

Everyone who can remember what things used to cost only ten or twenty years ago may well think of those times as "the good old days." Recalling them, and the extreme bargains offered during the depression, people have asked Standard such questions as "Honestly, now—aren't gasoline prices too high?"

In answer to a question like that, Standard asks you to consider the broad situation. We agree that all prices should be kept as low as possible. But in judging what's "too high," let's see what's happened:



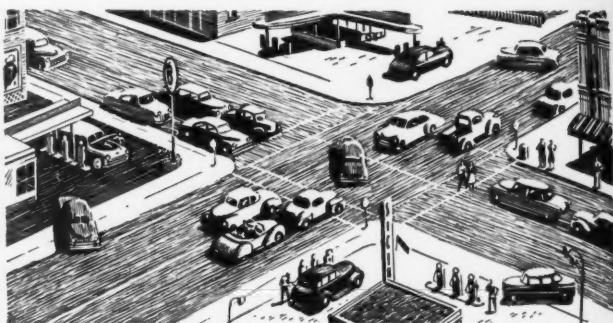
Price comparisons—1926 and 1951

Let's look back to 1926, a fairly normal year in those "good old days." Over the years, most prices have varied greatly. By April of 1951, farm products cost more than twice as much as in 1926, groceries and clothing about two-thirds more. But in 1951, gasoline costs almost as little as it did in 1926—

actually up less than 4%, except for taxes. (In the West, Federal and State taxes now total 6c to 8c a gallon.) Most people's income has gone up enough in those years so that gasoline takes a far smaller share of their budget. So gasoline today—far from being "too high"—is an exceptionally good buy. See how and why this has come about—



HOW have gas prices been kept from getting "too high"? Partly through improvement in refining methods, made possible by big companies' research. We learned to get more gas out of every barrel of crude. (And it's better gas; 2 gallons today do work that took 3 only 25 years ago.)



WHY have gas prices been kept from getting "too high"? Because there's intense competition at every level. To stay in business, all oil companies are always looking for ways to cut costs of producing, transporting, refining, and marketing. We keep finding them, passing the benefits on to you.

I'd Like to Know . . . Many people write to Standard asking pertinent questions about the Company. We answer all letters individually, but some points seem of general interest. We take this way of discussing them for every one. If you have a question, we urge you to write in care of: "I'D LIKE TO KNOW," 225 Bush Street, San Francisco 20, California.

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